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ABSTRACT

The goal of this special demonstration project was to develop adult secondary business education courses related to the computer. An additional phase focused on the development of a microcomputer-based program providing the needed computer literacy and applications for its use. An advisory committee identified five areas of instructional need: word processing, computer programming, computer accounting, data entry, and microcomputer use. The six instructors who would teach the courses developed course descriptions, topical outlines, course plans, and promotional material and examined and selected software for each area. Following the 10-page narrative, appendixes provide the materials produced. These include the materials for an introductory computer terminal applications course (course outline, day-to-day plans), computerized accounting (course outline, software instructions, curriculum guide, and course plan), computer programming (structured BASIC course outline and day-to-day plan, COBOL course outline), word processing (introduction, course day-to-day plan, sample instructor assignment sheet), and data entry (course outline). Other appendixes contain promotional and certificate program information, a paper on microcomputer use in adult learning center classes, a description of a microcomputer use course, and ratings of evaluated software. (YLB)

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FINAL REPORT OF

Instructional Material Development for Computer Applications in Adult Business Education Courses.

FY-84-8067

A Special Demonstration Project

funded by a grant from the

Indiana Department of Public Instruction

Division of Adult and Community Education

under Section 310 of the Adult Education Act, P.L. 91-230

as amended

FORT WAYNE COMMUNITY SCHOOLS
CONTINUING EDUCATION
1200 SOUTH BARR STREET
FORT WAYNE, INDIANA 46802

James Coppock, Project Director

June 1, 1984

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ABSTRACT

INSTRUCTIONAL MATERIALS DEVELOPEMENT FOR COMPUTER APPLICATIONS IN ADULT BUSINESS EDUCATION CLASSES

RFP addressed: Implementation of Microcomputer-Assisted Instruction

This project was composed of two segments; the first was adult secondary business education courses related to the computer, and the second was Microcomputer use in Adult Basic Education and adult secondary classes. This project used an advisory committee to identify the five areas of instructional need: word processing, computer programming computer accounting, data entry, and the use of microcomputers. The school had certified instructors, equipment, rooms and support personnel, but lacked course descriptions, outlines, software, a planned sequence of laboratory activities, textbooks, promotional plan and support literature. The thrust of this project was to bring this all together into an organized plan. The curriculum materials produced included course outlines for the courses: Computer Terminal Applications, Computer Accounting, Structured BASIC Programming, Structured COBOL Programming, Word Processing, Data Entry, and Microcomputer Use. There were course descriptions written for each course, a wide variety of instructional plans, and promotional materials.

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C. COMPUTER PROGRAMMING ..... BLUE

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1. Introduction

The Fort Wayne Community Schools has purchased and installed three classrooms of computer terminals with CRT'S and Printers connected to a full sized computer. This equipment is installed in the Education Center where adult classes are held. The equipment and classrooms are available to adult education for classes.

The terminals present some special problems as far as software and instructional materials are concerned. Special materials and software was necessary for the terminals and then special changes will be necessary to adapt them to the adult class format. The materials currently being tested for use with high school students in the full time Vocational setting (540 Hours) will not in themselves be suitable for the adult format and time frame.

The Adult Department of Fort Wayne Community Schools organized an advisory committee that identified the following five areas of instruction: Word Processing, Computer Programming, Computer Accounting, Data Entry, and the use of Microcomputers. We had certified instructors, equipment, rooms and support personnel, but we did not have course descriptions, outlines, software, a planned sequence of laboratory activities, textbooks, promotional plan and supporting literature. We needed to bring all this together into an organized plan.

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A large portion of this project was intended to deal with the larger computer accessed by a terminal with CRT'S and Printers, but we didn't ignore the impact of the microcomputer. An additional phase of our program was a microcomputer based program providing the needed computer literacy and applications for its use. This needed to be brought together in courses that were planned for adults that could be presented in a reasonable time and at a reasonable cost to everyone that is interested.

The equipment purchased by Fort Wayne Community Schools includes the following: (55) Digital Equip. Company VT 101 Terminals (With CRT); (1) Digital Equipment Company VAX 11/750 Computer; (2) NEC 3510 Letter Quality Printers; (2) Teletype Model 40--300 line per minute Printers. This equipment is located at the same location where adult classes are held. We also have one room with (10) Apple IIE Microcomputers. The above equipment is not available to our day adult students.

The specific goals established included the development of course descriptions, topical outlines, course plans, and promotional material for each of the following five areas: Word Processing, Data Entry, Computer Programming, Computer Accounting, and Microcomputer Use.

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The project advisory committee consisting of six individuals decided that there were five areas that needed materials and course planning if they were to be instituted. The needs went further than just initial planning. Due to the technical nature of the subject matter both course plans and promotional materials needed to be developed.

The courses were designed for our adult population that attend our adult business courses and those attending our adult basic education courses offered in the adult learning center. Individual assignments were made to the six instructors that would be teaching the courses involved in the project.

Their assignments were to produce course descriptions, outlines, course plans (where applicable) and participate as a group in planning promotional materials for this series of classes. There were two adult learning center instructors who worked alone on the Microcomputer portion of the project. They were to examine and evaluate software and develop ideas for the use of the Microcomputer in our Adult Learning Center.

The four adult secondary business education instructors were to select textbooks and approve all software for the digital computers available for the Business Education Courses. Each was assigned specific course materials to work on. In most cases this would involve the course they would be teaching in our adult secondary offerings.

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As the material was prepared it was examined by the computer consultants employed by the Fort Wayne Community Schools and Mr. James Coppock, Supervisor of Adult Vocational Programs. In most cases the materials were tested on the Adult Classes and then revised by the involved instructor. The written promotional brochures were printed and distributed to the public in the Fort Wayne Area.

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III Project Results

This project produced the following list of curriculum materials, promotional materials, and plan for the use of the microcomputer in our adult courses:

1. Computer Terminal Applications Course Outline.
2. Computer Terminal Applications Course Outline with Day-to-Day Plans.
3. Computer Accounting Topical Course Outline.
4. Accounting Software (DIBS) Instructions.
5. Curriculum Guide and Course Plan for Accounting I.
6. Structured BASIC Programming Course Outline.
7. COBOL Course Outline.
8. Structured BASIC Programming Course Day-to-Day Plan.
9. Introduction to Word Processing for Adult Education.
10. Course Day-to-Day Plan for Word Processing.
11. Sample Instructor Assignment Sheet for Word Processing.
12. Course Outline for Data Entry.
13. Computer Related Certificate Program Brochure.
14. Program Explanation---Description of Equipment and Promotional Literature---Titled "Welcome to Business Occupations as RVS".
15. Sample Program Listing to be offered to the Public as ASC Offerings.
16. Course Descriptions written for Public Brochure.
17. Sample of the Word Processing Certificate.

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18. Sample of the Computer Programming Certificate.
19. Sample of the Data Entry Certificate.
20. Computer Related Occupations Certificate Program Brochure.
21. Microcomputer Use in the (Fort Wayne Community Schools) Adult Learning Center Math Classes.
22. Instructor Assignment Sheet---Developing a plan for using the Microcomputer in Adult Education Classrooms.
23. Course Description--(Adult Secondary) Microcomputer Use.
24. Software Evaluated by our Adult Learning Center Instructors.
25. Microcomputer Use in the Adult Learning Center Language Arts Classes.

The above materials are located in the appendix to this document in the areas indicated in the table of contents of this report. The curriculum materials and promotional materials resulted in the following student involvement in the courses offered during the school year.

Number of Course Sections involved 20 .

Number of Adult Students enrolled in these courses 378 .

Number of Females 334 .

Number of Males 44 .

Number of Persons finishing a complete Certificate Program 30 .

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Unexpected Results

We had two unexpected benefits from this project; (1) a very large increase in the number of students taking typing in an effort to meet the entrance requirement for the computer based courses that were outlined in the advertising promotional materials that went out; (2) the enthusiasm of our instructors as illustrated in the long list of personal activities related to the computer listed in the microcomputer section of this report (appendix). This included college courses, computer clubs, seminars, inservice training and the purchase of their own microcomputers to use at home.

We underestimated the amount of time it would take to make course plans. Because of the time involved in preparing and doing test runs on the software for the VAX 750 some of the instructors did not get adequate time to complete all of the assignments in the manner they would have preferred, such as the course plan for the Data Entry Course. Although mailings and speeches were made, and brochures written, no promotional plan was prepared as a separate document. The list below outlines these promotional activities:

1. Mailings were made to current, past and prospective students advertising the new courses and their requirements for entrance.
2. Mailings and speeches were made to the local Data Processing Society, Administrative Management Society, and the Word Processing Association.

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IV. RECOMMENDATIONS

We would highly recommend the use of an advisory committee in planning and evaluating the results of a similar project. The collective planning results in avoiding some of the problems you might otherwise encounter.

The results of this project consists of curriculum and descriptive materials some of which would only be valuable where the user either wants to copy the format or has the specific kind of computers and terminals used by the Fort Wayne Community Schools. The following list of materials have been rated as to their usefulness to the schools that might be using Digital Computers or to Adult Programs throughout the state using other equipment or Microcomputers. The part of materials developed regarding Microcomputers as they might be used in Adult Programs would have universal value. They are printed in full in the Appendix

Document	Dig. Only	Any Equip.	Universal interest		
Computer Terminal Applications Course Outline	X	X			
Computer Terminal Applications Course Outline with Day-to-Day Plans	X				
Computer Accounting Topical Course Outline	X	X	X		
Accounting Software (DIBS) Instructions	X				

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Document	Dig. Only	Any Equip.	Universal interest		
Curriculum Guide and Course Plan for Accounting I	X				
Structured BASIC Programming Course Outline	X	X	X		
COBOL Course Outline	X	X	X		
Structured BASIC Programming Course Day-to-Day Plan	X				
Introduction to Word Processing for Adult Education	X	X	X		
Course Day-to-Day Plan for Word Processing	X				
Sample Instructor Assignment Sheet for Word Processing	X	X	X		
Course Outline for Data Entry	X	X			
Computer Related Certificate Program Brochure	X	X	X		
Program Explanation---Description of Equipment and Promotional	X				
Literature---Titled "Welcome to Business Occupations at RVS"	X	X			
Sample Program Listing to be offered to the Public as ASC Offerings	X	X	X		
Course Descriptions written for Public Brochure	X	X	X		
Sample of the Word Processing Certificate	X	X	X		
Sample of the Computer Programming Certificate	X	X	X		
Sample of the Data Entry Certificate	X	X	X		
Computer Related Occupations Certificate Program Brochure	X	X	X		

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Document	Dig. Only	Any Equip.	Universal interest	
Microcomputer Use in the Fort Wayne Community Schools' Adult Learning Center Math Classes		X	X	
Microcomputer Use in the Adult Learning Center Language Arts Classes		X	X	
Instructor Assignment Sheet---Developing a plan for using the Microcomputer in Adult Education Classrooms	X	X	X	
Course Description---(Adult Secondary) Microcomputer Use	X	X	X	
Software Evaluated by our Adult Learning Center Instructors	X	X	X	

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APPENDIX

A.	INTRODUCTORY COMPUTER TERMINAL APPLICATIONS COURSE.....	TAN
B.	COMPUTERIZED ACCOUNTING.....	GOLD
C.	COMPUTER PROGRAMMING.....	BLUE
D.	WORD PROCESSING ON THE COMPUTER TERMINAL...	LT. GRN
E.	DATA ENTRY AT THE COMPUTER TERMINAL.....	YELLOW
F.	PROGRAM PLANS AND CERTIFICATE PROGRAM INFORMATION.....	PINK
G.	MICROCOMPUTERS IN ASC AND THE ADULT LEARNING CENTER.....	RED

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APPENDIX - A

COMPUTER TERMINAL APPLICATIONS
(24 Hours)

I. INTRODUCTION TO COMPUTERS

A. What does a computer do?

B. What is data?

C. What is input, processing, and output?

D. Computer console--input devices

E. Output devices

F. Auxiliary storage devices

G. The computer system--tape library

H. Bursting and decollating

I. The computer systems are composed of both minicomputers and microcomputers

II. TOUR OF COMPUTER ROOM AND EXPLAIN FUNCTIONS

III. INTRODUCTION TO VT 101 TERMINALS

IV. INTRODUCTION TO VAX/VMS--VMSCAI

V. INTRODUCTION TO THE EDITOR--EDTCAI

VI. INSTRUCTION ON USING THE EDITOR

VII. INTRODUCTION TO DATA PROCESSING

VIII. INTRODUCTION TO ACCOUNTING

IX. INTRODUCTION TO WORD PROCESSING

The above course will be the basic course for all succeeding computer based programs. It will be taught on a Digital EQVT 101 Terminal with CRT connected to a Digital EQCO VAX 11/750 Computer with Printers.

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COMPUTER TERMINAL APPLICATIONS
24 HOURS

FIRST NIGHT

Introduction to Computers
- Mainframe vs. Micro/Standalone
- Hardward/Software
- Login/Logoff
- Functional Keys of Terminal
- Vocabulary (Handout 1)

Line Editor (Handout 2)
- File Naming
- Utilization of Function Keys
- Movement and Replacement of Data
- Exercise 1

SECOND NIGHT

Review of Line Editor

Keypad Editor (Handout 3)
- Directory
- File Naming
- Utilization of Function Keys
- Movement and Replacement of Data
- Exercise 2

THIRD NIGHT

Introduction to BASIC Programming (Handout 4)
- Basic Commands (PRINT, LET, END, GOTO, IF-THEN, INPUT, SAVE, REM, LIST, RUN)
- Demonstrate Commands with SWEIGHT (Handout 5), CARPET (Handout 6), RAIN (Handout 7)

FOURTH NIGHT

Introduction to Data Entry (Handout 7)
- Entry of Data Using both inbedded and auxillary keyboard
- Run Compare Program to Check Accuracy
- Utilize the functions of Search, Modify, Insert, Advance, and Backup
- Exercise 3

FIFTH NIGHT

Introduction of Accounting-Dibs
- Group entry of Exercise 4

Sixth Night

Word Processing
- Overview of Word Processing Concepts
- Description of CTOS software (Handout 8, 9)
- Exercise 4

Seventh Night

Word Processing
- Exercise 5
- Exercise 6
- Exercise 7

Eight Night

Student Choice of Working on Projects from any one of the taught software: EDIT, EASY, DIBS, CTOS, BASIC

COMPUTER TERMINAL APPLICATIONS
24 HOURS

FIRST NIGHT

Introduction to Computers
- Mainframe vs. Micro/Standalone
- Hardward/Software
- Login/Logoff
- Functional Keys of Terminal
- Vocabulary (Handout 1)

Line Editor (Handout 2)
- File Naming
- Utilization of Function Keys
- Movement and Replacement of Data
- Exercise 1

WELCOME TO BUSINESS OFFICE OCCUPATIONS
LOCATED AT THE REGIONAL VOCATIONAL SCHOOL
FORT WAYNE COMMUNITY SCHOOLS

THE COMPUTER ROOM AT RVS HOUSES THE VAX 11/750 WHICH IS MADE BY DIGITAL EQUIPMENT CORPORATION. THE DIGITAL TERMINALS ARE ALL CONNECTED TO THE VAX. THERE ARE THREE INSTRUCTIONAL COMPUTER ROOMS. THE DATA LAB AND THE OFFICE LAB ROOMS HOUSE 21 TERMINALS EACH AND THE ACCOUNTING LAB HOUSES 11 TERMINALS.

THE SYSTEM INCLUDES THE FOLLOWING:

VAX--A COMPUTER (MADE BY DIGITAL EQUIPMENT CORPORATION)

VMS--OPERATING SYSTEM

DCL--DEC COMMAND LANGWAGE (DIGITAL EQUIPMENT CORPORATION)

PROGRAMMING LANGUAGE--BASIC, PASCAL, AND COBOL (RVS ONLY)

THE VAX HAS THE FOLLOWING FEATURES:

1. EDT EDITOR--LINE MODE/CHARACTER MODE
2. EDTCAI--COMPUTER ASSISTED INSTRUCTION COURSE ABOUT THE KEYPAD AND LINE MODE
3. VMSCAI--COMPUTER ASSISTED INSTRUCTION COURSE INTRODUCES THE VAX/VMS COMPUTER SYSTEM
4. DIFFERENT LANGUAGES
5. HELP UTILITY
6. MAILING FACILITY
7. PHONE FACILITY

ADDITIONAL SOFTWARE:

DIBS "DIGITAL INTEGRATED BUSINESS SYSTEMS." MENU DRIVEN SOFTWARE. MASTER MENU CONTAINS GENERAL LEDGER SYSTEM, ACCOUNTS PAYABLE SYSTEM, ACCOUNTS RECEIVABLE SYSTEM, PAYROLL, INVENTORY MANAGEMENT, AND ORDER ENTRY/INVOICING. (RVS ONLY)

CTOS "COMPU TONE OFFICE SYSTEMS." CREATE, EDIT, PRINT, CUT AND PASTE, SEARCHING FOR AND REPLACING, PAGING A DOCUMENT, MULTICOLUMN PRINTING, LIBRARY DOCUMENTS, USER DEFINED KEYS, AND LIST PROCESSING.

EASY "EASY ENTRY DATA SOFTWARE PACKAGE BY APPLIED INFORMATION SYSTEMS." DATA FILES AND PROGRAMMABLE CRT DATA FILE FORMS CAN BE CREATED. RECORDS CAN THEN BE ADDED, DELETED, RETRIEVED EITHER SEQUENTIALLY OR BY KEY FIELDS, MODIFIED, AND REKEYED (VERIFIED).

PRINTERS: THE DATA LAB AND ACCOUNTING LAB SHARE THE TELETYPE, MODEL 40, PRINTER. IT PRINTS AT A RATE OF 300 LINES PER MINUTE. THE OFFICE LAB HAS THREE PRINTERS; ONE TELETYPE, MODEL 40, AND TWO LETTER QUALITY PRINTERS, NEC SPINWRITER 3510.

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BASIC DATA PROCESSING TERMINOLOGY

ACCESS TIME
The time period between the moment when a computer control unit asks for a transfer of data to or from a storage device and the moment when this operation is finished. It is the combination of waiting time and transfer time.

BUG
An error or malfunction

CATHODE RAY TUBE (CRT)
An electronic vacuum tube containing a screen on which information can be displayed.

CHARACTER
A byte or single piece of information such as one of the character of the alphabet or a single number.

COMMAND
A control signal. Loosely, an instruction in machine language or mathematical or logic operator.

COMPUTER
A processor that can perform substantial computation including numerous arithmetic or logic operations, without intervention by an human operator during the run. Two main types of computers are: Analog & Digital

DATA
Raw material that is changed into organized and meaningful information by data processing.

DEBUG
To find and eliminate errors in a program or faults in equipment.

DOWNTIME
The time interval during which a device is malfunctioning.

FIELD
In a record, a specified area used for a particular category of data.

FLOWCHART
A graphic representation of the steps required to sovle a problem.

INPUT
The source data entering the system.

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Input Devices: used to enter data into the data processing system.
Central Processing Unit: accepts the data for processing and makes the results available to the output devices.
Output Devices: accepts the data from the processing unit and records it.

MASTER FILE
A file containing mainly permanent information; used as a reference source and is usually updated on a regular basis.

MEMORY
Pertaining to a device into which data can be entered, in which they can be held, and from which they can be retrieved at a later time.

MINICOMPUTER
Small computers having a stored program and master file.

ONLINE
Pertaining to equipment or devices under control of the central processing unit.

PROCESS
A systematic sequence of operations to produce a specified result.

SOFTWARE
Consists of the totality of programs and routines that are used to extend the capabilities of the computer, such as compilers, assemblers, and subroutines.

SOURCE PROGRAM
The problem-solving program written by a programmer which will later be compiled and translated into machine language.

UPDATE
The process of making changes to a master file in order to include recent transactions or other events.

VERIFY
To check the accuracy of data by performing a second operation on the same data.

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BASIC DATA PROCESSING TERMINOLOGY

ACCESS TIME
The time period between the moment when a computer control unit asks for a transfer of data to or from a storage device and the moment when this operation is finished. It is the combination of waiting time and transfer time.

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FLOWCHART
A graphic representation of the steps required to sovle a problem.

INPUT
The source data entering the system.

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HANDOUT 2 - CICS #22

LINE EDITOR

DATE_____ NAME:_____

To use the line editor on a file called (adctaex1.dat;);

To begin copy the adctaex1.dat; file by using the following command:

$COPY [LAWSON]ADCTAEX1.DAT *.*

To begin check your directory to verify that adctaex1.dat is in your directory. If it is follow the procedure listed:

1. $EDIT ADCTAEX1.DAT; <R>
   (the test of the file will be displayed,
2. <ctrl z> <RET.
3. * (will appear)
4. the following commands are * commands
   Type
   Find
   Insert
   Move
   Copy
   Resequence
   Help
   Exit
   Quit

As a worksheet do the following commands:

*type (displays the portions of the file)

Examples:

*T (displays the current line,

*4 (displays line 4)

*t w (displays the entire file)

*t 10:18 ((displays lines 10-18)

*insert (inserts lines of text)
(<ctrl z> to terminate insert)

*I (inserts text before current line)

*I 16 (inserts text before line 16,

*I E (inserts text at end of file)

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*delete (deletes lines of text)

*I (deletes current line of text

*I * (deletes the whole text file)

*I 13 (deletes line 13)

*D 15:20 (deletes lines 15-20)

*move (moves lines of text to another

*M 15:22 to 1 (moves lines 15 through 22 to before line 1

*copy (copies lines of text to another location within the file but it does not delete text in the original position)

*cc 1:5 to 21 (moves lines 1 through 5 to the text before line 21)

*resequence (modifies line number sequence (usual, the following, *n, *1, *n,

*sel, provides help on an, or all line editor commands

to exit from the line editor:

*xAll (saves the above file as a: tecx1.dat;2

or

*xNO (new version of the above file is not saved-- this is useful when the wrong file is specified in the input to the new or when a decision that the original is better than the revision)

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EXERCISE 1 - ADCTAEX1.DAT

COPY [DAWSON]ADCTAEX1.DAT; *.*;*

Some people find something good in virtually every situation. Even when things go wrong, they believe every dark cloud hides a silver lining. No matter what the source of this point of view, it results in the power of positive thinking. A great deal of praise should be given the person who can be identified as a positive thinker.

Have you acquired the power of positive thinking? When the going gets difficult at work or at home, can you recognize some good in the situation? When you get an unsatisfactory comment from a member of your family or someone at work, do you adjudge the person unjust? This is the typical reaction of many a person who does not think positively.

A positive thinker would accept a poor remark be received and develop it into something of value. He would evaluate what was said and the circumstances that may have prompted the comment. From the evaluation, he would make a plan to present himself in a positive manner and avoid actions that may provoke a repeat of the unsatisfactory situation.

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SECOND NIGHT

Review [illegible]ne Editor

Keypad Editor (Handout 3)
- Directory
- File Naming
- Utilization of Function Keys
- Movement and Replacement of Data
- Exercise 2

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HANDOUT 3 - ADKPEDAX.DAT

KEYPAD EDITOR

NAME_____

To enter the keypad editor for a file called test.dat:

Existing file:

```
$ EDIT ADKPEX2.DAT
    1          (first line of file)
*C
```

New file:

```
$ EDIT ADKPEX2.DAT
Input file does not exist
[EOB]
*C
```

To move the cursor through EXISTING TEXT, use the following keys (refer to the paper diagram to the right of the screen and their corresponding position on the keypad):

the four arrow keys--up, down, left, right (TOP ROW OF KEYBOARD--NOT KEYPAD!)

<1 WORD>--moves cursor one word at a time

<2 EOL>--advances cursor to the end of the current line

<3 CHAR>--moves cursor one character at a time

<4 LINE>--moves cursor one line at a time

<7 PAGE>--moves cursor through one 'page' of text (512 bytes?)

<8 SECT>--moves cursor through one 'section' of text (about 15 lines?)

<5 BACKUP>--changes direction of movement of the preceding 6 keys from forward to backward; effect not seen until a 'movement' key is struck

<4 ADVANCE>--changes direction of movement of the 6 'movement' keys from backward to forward; effect not seen until a 'movement' key is struck

<GOLD><4 BOTTOM>--moves cursor to bottom of text or file

<GOLD><5 TOP>--moves cursor to top or beginning of file

To alter the spacing within existing text or create new blank lines:

<space bar>--(on KEYBOARD) inserts one blank 'character' at a time (pushing any existing text on that line to the right)

<TAB>--(on KEYBOARD) inserts usually 8 blank characters at one time (pushing any existing text on that line to the right)

<RETURN>--(on KEYBOARD) inserts new blank line if the cursor is positioned either at the end or beginning of a line of text. If <RETURN> is accidentally struck while cursor is positioned, say, in the middle of a line of text, the text remaining on that line will drop to the new line; but don't panic--immediately strike <DELETE> (on KEYBOARD) and the <RETURN> will be deleted.

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To insert text, position the cursor wherever you wish and begin typing; any text existing on that line will be pushed to the right. Should any text be pushed off the 80-character screen, a 'diamond' will appear on the righthand edge indicating that there is text beyond the 80th position (it is not deleted). If you wish to see what's beyond the diamond, position the cursor just to the left of the diamond and strike <RETURN>; then, if you wish to get it back, strike <DELETE>.

To delete text:

<17 DEL L>--(actually the PF4 key) deletes one line of text (a blank line is considered to be one line of text). NOTE: the cursor should be positioned at the beginning of the line to be deleted, as it brings the line below up into the position of the deleted line (i.e., it deletes the <RET> at the end of the deleted line, too).
<GOLD><17 UND L> UNDeletes or restores a mistakenly deleted line.

<18 DEL W>--(actually the '-' key) deletes one word of text (actually all characters up to and including the first blank detected (a TAB is considered to be one word). The cursor should be positioned on the first character of the word to be deleted.
<GOLD><18 UND W> UNDeletes or restores a mistakenly deleted word.

<19 DEL C>--(actually the ',' key) deletes one character of text (a space is a character). The cursor should positioned ON the character to be deleted.
<GOLD><19 UND C> UNDeletes a mistakenly deleted Character.

<GOLD><2 DEL EOL>--deletes text from the cursor position to the end of the line, but NOT the <RET> at the end of that line (i.e., the line below remains where it is.

<DELETE>--(or BACKSPACE) deletes one character to the immediate left of the cursor position, or deletes the last character (key) struck.

To move sections of text from one area to another, follow this sequence:

1) Position the cursor on the first character of the text to be moved.
2) <16 SELECT>--(actually the '.' key) marks the beginning of the text to be moved.
3) Use one or more of the 'movement' keys above to move the cursor through the text that is to be moved. A reverse image will appear as you do.
4) <8 CUT>--'cuts out' the text to be moved (and stores it in a temporary buffer area).
5) Position the cursor at the beginning of the area to which the text is to be moved.
6) <GOLD><8 PASTE>--'pastes' the text into this new area.

For help on any of the keypad functions, strike <10 HELP>.

To exit from the keypad editor, do this:

<CTRL Z>
*EXIT (to save this file version) OR *QUIT (this version not saved)
$ $

NOTE: DO NOT USE <CTRL Y> TO EXIT!! IF YOU DO, YOU CAN RECOVER IN ONE OF TWO WAYS: 1) type: $ CONT (immediately!) or 2) type: $ EDIT/RECOVER file-name.e

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EXERCISE 2 - ADEPEX2.DAT

Experts tells us that when we have something that we want others to accept, the more expertly we put our plan into written form the more likeyl we are to convince the reader to adopt it. If in our letters we ramble, use obscure references, make weak choice of words or use bad grammar, weincrease the likelihood of having ideas rejected. The receivers of such letters will have a quite low opion of us, of our purposes and certainly of the organization we represent in our messages.

like a good speech our final copy should represent out very best effort. It should express what it has to say in a clear and concise way. Ther should be no distracting features. such as smudges, unattractive form, poor placement or uneven margins. In other word if we are tobecome truly adept in the art of written communications, we must avoid calling attemtion to how we present something instead of what we say. Iner only can we be certain that our letters will result in the response or action we want.

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THIRD NIGHT

Introduction to BASIC Programming (Handout 4)
- Basic Commands (PRINT, LET, END, GOTO, IF-THEN, INPUT, SAVE, REM, LIST, RUN)
- Demonstrate Commands with SWEIGHT (Handout 5), CARPET (Handout 6), RAIN (Handout 7)

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HANDOUT 4 $BASIC LANGUAGE MODE

NAME_____

To enter a new BASIC program or modify an existing BASIC program, you must either: 1) use $EDIT (with a file extension of .BAS), or 2) type $BASIC. In either case, to run a BASIC program, you must type $BASIC. The prompt in response to this command is: ready. Below are the features and commands of $BASIC mode:

NEW filename -- names a new program that is to be entered. The .BAS extension is not necessary here, as it will be supplied by VMS. You can then type in the program. Note: you may enter a program without this command and name it later.

OLD filename -- brings into memory an existing BASIC program.

RUN -- runs a program that has already been brought into memory. RUNNH runs a program but without headings.

RUN filename -- a combination of 'OLD filename' and 'RUN' (i.e., this command brings into memory an existing BASIC program and runs it).

LIS -- lists a program in memory. Variations include: LIS 40-100
LIS 40- LIS 40 LIS 40,75,100
LISTNH lists a program but without headings.

SAVE filename -- saves a program in memory as 'filename.BAS'.

SAVE -- saves a previously named program, but gives it a higher version number. A program that has not been named previously will be called NONAME.BAS under this command.

SCR -- removes a program from memory.

HELP -- provides help on a problem with basic mode.

To delete, say, line 60, just type 60 <RET>

To change a line, retype it. (NOTE: The arrow keys and keypad do NOT function in this mode!)
To insert a line, just type it using a proper line number.

EDIT -- permits use of the $EDITor to modify a program.

RES -- resequences line numbers by 10's, starting with line 100.

To exit from BASIC mode back to a $, either type EXI or strike <CTRL Z>. If you have made changes but have not saved the new version, you will be warned at this point and given a second chance to type SAVE; in either case you must then type EXI or strike <CTRL Z> a second time.

Miscellaneous:
The range of line numbers is 1-32767.
Do not strike <CTRL Y> to exit from $BASIC--your program will get a .JOU extension, which seems to render it worthless! If you unintentionally strike <CTRL Y>, type $CONT to return you to the original situation.
To stop program execution (infinite loops, for example), use <CTRL C>.
If your program uses numbers of more than 6 digits, type $BASIC/DOUBLE to give up to 16 digits of precision.

To get a hardcopy printout of your program, called TEST.BAS for example, you have two options:

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HANDOUT 5 - SWEIGHT.BAS

COPY [DAWSON]SWEIGHT.BAS; *.*;*

```
190 REM          *****SET COUNTERS*****
200 LET C=1
210 LET TWEIGHT=0
220 LET AWEIGHT=0
240 REM          *****PRINT HEADING*****                                    REM
241
250 PRINT "                    CLASS   AVERAGE   WEIGHT "
260 PRINT""
265 REM          **** INPUT FIRST LOOP ****
270 PRINT "WHAT IS YOUR WEIGHT NUMBER 1 ";
280 INPUT WEIGHT
285 REM          ***  CHECKS TO SEE IF LAST RECORD ***
290 IF WEIGHT = 999 THEN 900
295 REM          ***  ADD VALUES TO COUNTERS FOR TWEIGHT & C  ***
300 TWEIGHT=TWEIGHT + WEIGHT
310 C=C+1
315 REM          **** INPUT REMAINING LOOP ****
320 PRINT "WHAT IS YOUR WEIGHT NUMBER";C;
325 INPUT WEIGHT
330 GOTO 290
895 REM          *** AFTER THE LAST RECORD READ ***
900 C=C-1
901 AWEIGHT=TWEIGHT/C
910 PRINT ""
920 PRINT ""
930 PRINT "THE AVERAGE WEIGHT OF THIS CLASS IS";AWEIGHT;
940 PRINT "POUNDS"
950 END
```


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```
HANDCUT 6 - CARPET.BAS;

COPY [DAWSON]CARPET.BAS; *.*;*
```

```
010 REM          CARPET                                    AUTHOR'S NAME
020 REM
030 REM NAME$..... NAME OF CUSTOMER
040 REM LENGTH..... LENGTH OF CARPET NEEDED
050 REM WIDE..... WIDTH OF CARPET NEEDED
060 REM PRICE..... PRICE PER YARD FOR THE CARPET NEEDED
070 REM BILL..... THE TOTAL COST OF THE CARPET
080 REM
090 REM                  ***PROCESS SECTION***
095 REM
100 PRINT "WHAT IS YOUR NAME";
110 INPUT NAME$
120 PRINT "THANK YOU FOR COMING TO OUR CARPET STORE ";NAME$
130 PRINT "HOW LONG OF CARPET DO YOU NEED";
140 INPUT LENGTH
150 PRINT "HOW WIDE OF CARPET DO YOU NEED";
160 INPUT WIDE
170 PRINT "WHAT IS THE PRICE PER SQUARE YARD";
180 INPUT PRICE
190 PRINT "LABOR IS $20.00"
200 PRINT "SALES TAX IS 8%"
205 REM
205 REM                  ***COMPUTE PRICE***
207 REM
210 LET BILL = LENGTH*WIDE/9*PRICE+20*1.05
220 PRINT "YOUR TOTAL BILL ";NAME$
230 PRINT "WILL BE ";BILL
240 END
```

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```
BANICUT 7 - RAIN.BAS

COPY [LAWSON]RAIN.BAS; *.*;*


 21 REM AUTHOR KEITH LAWSON
 10 REM
 20 REM
 30 REM
 40 REM  *****   THIS PROGRAM COMPUTES   *****
 45 REM  *****   THE AMOUNT OF RAIN FOR  *****
 50 REM  *****   WEIGHT IN KILOGRAMS AND *****
 60 REM  *****   POUNDS & REPORTS VOLUME *****
 70 REM  *****   IN GALLONS AND LITERS   *****
 80 REM  *****   PROVIDED ON INPUT BY    *****
 90 REM  *****   THE USER                *****
100 REM
110 REM
120 PRINT "" FOR A = 1 TO 24
125                                                          REM
130 REM          ***BLANKS THE SCREEN***
140                                                          REM
150 PRINT "WHAT IS YOUR NAME";
155                                                          REM
160 REM          ***N$=NAME***
165                                                          REM
170 INPUT N$
180 LET L=0\ LET W=0\ LET R=0\ LET GAL=0\
190 LET LITERS=0\ LET LBS=0\ LET KILO=0
200 PRINT "" FOR A = 1 TO 24
210 PRINT N$;
220 PRINT ", I AM GOING TO ASK YOU A FEW QUESTIONS.  WHEN YOU
230 PRINT "ANSWER, TYPE IN THE SPECIFIC WORD FOR YOUR ANSWER."
240 PRINT "THIS PROGRAM WILL BE COMPUTING THE GALLON, WEIGHT, "
245 PRINT "KILOGRAMS, AND LITERS FOR A VOLUME OF RAIN RECEIVED."
248 PRINT "
250 PRINT ""
260 PRINT ""
270 PRINT "QUESTION 1 - IS YOUR LENGTH AND WIDTH GOING TO BE REPORTED IN:"
280 PRINT "INCHES"
290 PRINT "FEET"
300 PRINT "YARDS"
310 INPUT U$
315                                                          REM
320 REM          ***U$=INCHES, FEET, YARDS***
325                                                          REM
330 IF U$="INCHES" THEN 380
340 IF U$="FEET" THEN 700
350 IF U$="YARDS" THEN 900
360 PRINT "RE-ENTER - INCHES, FEET, OR YARDS"
370 GOTO 310
380 PRINT "" FOR A = 1 TO 24
400 PRINT "HOW MANY INCHES LONG IS YOUR AREA";
410 INPUT L
415                                                          REM
420 REM                  ***L=LENGTH***
425                                                          REM
430 PRINT ""
440 PRINT "HOW MANY INCHES WIDE IS YOUR AREA";
```

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```
450                                                              REM
460 REM                    ***W=WIDTH***
465                                                              REM
470 PRINT ""
480 PRINT "HOW MANY INCHES OF RAIN ;
490 REM          ***231=THE NUMBER OF CUBIC INCHES IN A GALLON***
500 INPUT R
505                                                              REM
510 REM                    ***R=INCHES OF RAIN***
515                                                              REM
520 GAL =L*W*R/231
530 GOTO 9000
700 PRINT "" FOR I = 1 TO 24
705                                                              REM
710 REM          ***THIS SECTION IS USED IF FEET***
715                                                              REM
720 PRINT "HOW MANY FEET WIDE IS YOUR AREA ;
730 INPUT W
740 REM                    ***W=FEET WIDE***
750 PRINT "HOW MANY FEET LONG IS YOUR AREA";
760 INPUT L
770 REM                    ***L=FEET LONG***
780 PRINT "HOW MANY INCHES OF RAIN";
790 INPUT R
800 REM                    ***R=INCHES OF RAIN***
810 REM          ***231=THE NUMBER OF CUBIC INCHES IN A GALLON***
820 GAL = L*12*W*12*R/231
830 REM                    ***GAL = GALLON ***
840 GOTO 9000
845                                                              REM
900 REM          ***THIS SECTION IS USED IF YARDS***
905                                                              REM
910 PRINT "" FOR I=1 TO 24
920 PRINT "HOW MANY YARDS WIDE IS YOUR AREA ;
930 INPUT W
940 REM                    ***W=YARDS WIDE***
950 PRINT "HOW MANY YARDS LONG IS YOUR AREA ;
960 INPUT L
970 REM                    ***L=YARDS LONG***
980 PRINT "HOW MANY INCHES OF RAIN";
990 INPUT R
1000 REM                   ***R=INCHES OF RAIN***
1010 REM         ***231=THE NUMBER OF CUBIC INCHES IN A GALLON***
1020 GAL = L*36*W*36*R/231
1030 REM                   ***GAL=GALLON ***
1040 GOTO 9000
1050                                                             REM
9000 REM                   ***COMPUTATION SECTION***
9005                                                             REM
9010 LITERS = GAL*3.7854
9020 LBS = GAL*8
9030 REM         ***8 POUNDS IN A GALLON***
9040 KILO=LBS*.45
9050 REM         ***.45 KILOGRAMS IN A POUND***
9100 REM                   ***OUTPUT SECTION***
9200 PRINT"" FOR I=1 TO 24
9210 PRINT "IN AN AREA";L;"BY";W;"WITH";R;"INCHES OF RAIN YOU WILL HAVE:"
9220 PRINT""
9230 PRINT GAL; "GALLONS OF WATER"
9240 PRINT LITERS;"LITERS OF WATER"
9250 PRINT LBS; "POUNDS OF WATER"
9260 PRINT KILO; "KILOGRAMS OF WATER"
```

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```
9270 REM          ***END OF LOOP ROUTINE***
9275                                                          REM
9280 PRINT""
9290 PRINT ""
9300 PRINT ""
9310 PRINT N$; " DO YOU WANT TO RUN THE PROGRAM AGAIN?"
9320 PRINT "ENTER YES OR NO"
9330 INPUT A$
9340 REM          ***A$=ANSWER***
9350 IF A$="YES" THEN 180
9360 IF A$="NO" THEN 9500
9370 GOTO 9320
9500 END
```

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FOURTH NIGHT

Introduction to Data Entry (Handout 7)
- Entry of Data Using both inbedded and auxilary keyboard
- Run Compare Program to Check Accuracy
- Utilize the functions of Search, Modify, Insert, Advance, and Backup
- Exercise 3

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HANDOUT 7

GETTING STARTED COMMANDS

```
$ SET TERM/SCOPE/UNKNOWN <R>
$ EASY <R>
$ CRT TYPE:  VT100X <R>
FORMS FILE: STUDENT<R>
OPERATOR: YOUR NAME
DATA FILE NAME: WHATEVER YOU WOULD LIKE TO CALL IT-BUT REMEMBER WHAT
                YOU USED.
FILE DOES NOT EXIST.
SHOULD IT BE CREATED (Y/N): Y
FORM NAME: INV OR FORMNUM (DEPENDS WHAT YOU WANT TO DO)

AT  THIS  POINT  YOU WILL GET A SCREEN.  CHARACTERS WILL NEED TO BE
ENTERED IN LOWER CASE.  IF YOU GET CAPITAL LETTERS HIT THE <CAPS LOCK>
```

- -

WHEN DONE ENTERING DATA

USE THE <PF4> KEY TWICE AND THEN TYPE /EXIT

THIS WILL TAKE YOU BACK TO THE DOLLAR SIGN

- -

TO GRADE YOUR TIMING

```
$RUN COMPARE<R>
ENTER LAST NAME: ENTER YOUR LAST NAME
TYPE OF TIMING: INV OR NUM (DEPENDS ON THE TYPE OF TIMING)
NAME OF DATA FILE:  ENTER THE DATA FILE NAME YOU USED WHEN YOU CREATED
                    THE FILE.  ***NOTE***THE DATA FILE NAME.DAT MUST

                    BE IN CAPS
NAME OF MASTERFILE: EITHER MSTRINV.DAT OR MSTRNUM.DAT (DEPENDING ON
                    THE TYPE OF APPLICATION.

$ T OUTPUT.DAT; (WILL SHOW YOU EACH LINE THAT WAS INCORRECT AND THE
                 STAT'S FOR THE WRITING)

IF YOU WANT A PRINT OUT
$PRINT OUTPUT.DAT; <R>
AND A MESSAGE WILL BE ENTERED ON YOUR SCREEN THAT THE JOB WAS ENTERED
ON A JOB QUEUE
```

FIRST NIGHT INSTRUCTIONS ONLY TO SET UP YOUR ACCOUNT

```
$COPY [DAWSON]STUDENT.FLB *.* <R>
$COPY [DAWSON]COMPARE.BAS *.* <R>
$COPY [DAWSON]MSTRINV.DAT *.* <R>
$COPY [DAWSON]MSTRNUM.DAT *.* <R>
```

FOR LATER ON FIRST TIME ONLY

```
$BASIC COMPARE
$LINK COMPARE
RUN COMPARE
```

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REPRESENTATIVE COMPANY

CUSTOMER'S ORDER NO. AND DATE

SIGNED BY

REQUISITION NO.

REFER TO INVOICE NO. 42401

INVOICE DATE 1/8

SALES BR.	SALES SM'N	CITY	ST.	CUST. NO.
23	98	126	44	P7631

SOLD TO

New York Stores, Inc.
1026 Madison Avenue
New York, N. Y.

SHIPPED TO AND DESTINATION

DATE SHIPPED

F. O. B. ENDICOTT, N. Y. TERMS 30 DAYS NET

QUANTITY	DESCRIPTION		UNIT PRICE	AMOUNT	COST
70	SWEET POTATOES	23912	2.10	147.00	95.56
27	FLY PAPER	65393	2.20	59.40	38.60
80	MACARONI	12513	1.25	100.00	85.00
28	AMERICAN CHEESE	14008	.51	14.28	9.46
90	PRUNES	23735	2.80	252.00	216.10
200	COFFEE	45263	2.88	576.00	349.75
29	CHOW CHOW	23207	.34	9.86	8.44
1	ZINC BUCKET	65996	9.60	9.60	8.38
16	BROOMS	65135	3.10	49.60	44.90
40	CIDER	19216	1.40	56.00	36.35
21	KETCHUP	34464	1.88	39.48	37.07
12	NOODLES	12552	1.25	15.00	13.50
14	DOG BISCUITS	73335	4.50	63.00	56.95
50	LYE	63504	.64	32.00	28.80
150	CONDENSED MILK	76272	2.60	390.00	380.75
176	COCOA	46257	.80	140.80	133.00
130	PAPRIKA	43632	.60	78.00	74.68
20	CRACKERS	48312	3.10	62.00	55.70
30	TAPIOCA	50927	3.65	109.50	102.60
15	BEANS	58080	1.65	24.75	21.25
80	PEPPER	43672	.55	44.00	39.65
97	NUTMEG	43560	.92	89.24	81.19
140	SALT BUTTER	14785	7.50	1,050.00	68.35
50	SWISS CHEESE	14920	.33	16.50	10.72
70	PEAS	58664	2.15	150.50	128.00
1636		41314	58.30	3,578.51	2,124.75

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EXERCISE 3

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FIFTH NIGHT

Introduction of Accounting-Dibs
Group entry of Exercise 4

COMPUTERIZED ACCOUNTING
"DIBS"

ENTERING TRANSACTIONS

Introduction:

DIGITAL Integrated Business Systems (DIBS) is a group of applications designed to meet office accounting requirements. DIBS-11 packages operate on DEC 11-based minicomputer systems, to provide the user with increased power and flexibility.

The DIBS-11 applications include Accounts Payable, General Ledger, Accounts Receivable, Payroll, Order Entry/Invoicing and Inventory Management.

The Regional Vocational School, Fort Wayne Community Schools, purchased this accounting software package because the Advisory Committee thought it best exemplified a realistic, businesslike approach for students in accounting. It has never been used in a classroom setting before now.

Using DIBS:

At the dollar sign prompt, enter DIBS: $ DIBS
When the computer asks for the password, enter DIBS again:
Password: DIBS (this will not show up on your screen)

You will now see a "menu". These are all of the possibilities you can select in the DIBS software package.

Select: General Ledger System (depress #3 and depress the return key or the enter key to send it to the computer)
Select: Entity File Maintenance (depress #2 and depress the return key or the enter key to send it to the computer)
Select: Change Entity

Enter: Entity Number: 1 (at the blinking cursor)
Change? 2 (enter 2 and depress the enter or return key)
Type in your name at the blinking cursor. Depress return.
Change? If you have none, depress the return key.
(Your name will now appear on all printouts in DIBS)

Continue to depress the backspace key until you are back to tne General Ledger System Menu. If you go too far, enter the password again. Remember: the system remembers how many times you depress a key, even if does not activate immediately because of slow response time.

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Select: Transaction Entry and Editing #2
Select: Add New Journal(s) #1

Enter: 1 (the entity number for your department or company)

Enter: 2 (No. of Reference Fields (columns) for further explanation of entries)
N (You do not want it to automatically jump over these Reference Fields because you will want to enter information)

At this point, you will begin entering the heading for your Transaction Edit Report. After all of this has been done, you will enter the debit and credit transaction entries.

Assume you are working for a small business. Lucy Prince, the proprietor, operates a small motel called "Middletown Gardens.

Enter: Posting Date: 013184 (for January 31, 1984)
Effective Date: depress the return key and today's date will automatically appear.
Source Code: 3-2
Description: Middletown Gardens
Change? (return key to answer no)

You are now ready to begin entering the daily business transactions. Only a small sample is given. You need to have the DIBS account numbers for those accounts that are affected:

1101-00	Cash
1108-00	Office Supplies
2103-00	Accounts Payable
3201-00	Lucy Prince, Capital
3202-00	Lucy Prince, Drawing
6206-00	Rent Expense
6216-00	Repair Expense

The computer only accepts the numbers. The account name will automatically appear after the number has been entered.

Use the keypad rather than the keyboard to enter numbers. Debit amounts are accepted by the computer as positive amounts and the number without dollar signs or decimals is entered. Credit amounts must be entered with a - sign before the number.

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The first one is an example for you to follow. Use the same procedure for the others.

1. Paid cash for the month's rent, $700.00. Debit "Rent Expense" and

   Credit "Cash"
   Enter: 6206 and depress the enter key
   00 and depress the enter key, for Rent Expense
   January 3 for the date and depress the return key
   Check 2103 for the check number
   70000 for the debit amount, enter

   Enter: 1101 and depress the enter key
   00 and depress the enter key, for Cash
   Depress the return key twice to bypass the two reference columns because this is the same transaction as the one above and the information is the same. You could use them for any additional information you would want to further explain the transaction.

NOTE: If you make a mistake, wait until you have finished the line and are ready to begin a new one. Use the backspace key to make corrections. You must be in the Account Number column to do this. Enter Y for Yes. Use the arrow keys to take you to the mistake, enabling you to type over it with the correction. If you are "Out of Balance" by 00, then your debits and credits equal. Use the arrow keys to take you to the new line to continue enter transactions.

2. Received cash from day's sales, $1,500.00. January 3, Receipt #34
   Debit the Cash account #1101-00 for 150000
   Credit the Sales account #4101-00 for -150000

3. Paid cash for a supply of business forms, $150.00. January 4, Check #2104
   Debit the Office Supplies account #1108-00 for 15000
   Credit the Cash account #1101-00 for -15000

4. Paid cash to the owner for personal use, $75.00. January 4, Check #2105
   Debit the Capital account #3201-00 for 7500
   Credit the Cash account #1101-00 for -7500

Assume you are finished with entering the week's transactions. Depress the backspace key. If you are 00 balance, enter N for No. If you are out of balance by any amount, then you must enter Y for Yes and find the mistake and correct it. Use your arrow keys to do this. If everything is in balance, then you would use the backspace key to get back to the menu where you would select "Print Journals". This would give you a "Transaction Edit Report" listing all of the transactions that you entered. See the example.

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Leaving DIBS:

Use the backspace key to get back to the "Password". Enter: BYE This should get you back to the dollar sign prompt and enable you to log off the system or to enter into another software package.

Posting:

You are able to post at any time--daily, weekly, or monthly. DIBS will not allow you to post if there is a mistake. You would select "Post Journals" and receive an "Update Control Report" printout. See the example. You would then select "End of Month Posting" and receive a "Month-End Posting Journal" printout listing all of the accounts and their new balances. See the example.

General Ledger Printed Reports

Automatically prepared by system:

- Working Trial Balance
- Transaction Edit Report
- Update Control Report
- Standard Chart of Accounts Report
- Source Cross Reference Report
- Month-End Posting Journal
- General Ledger
- Entity Structure List
- Entity Master File List
- Account File Print Report

Designed to meet specific needs of an office:

- Balance Sheet
- Income Statement
- and many others

NOTE: DIBS was purchased from International Turn-Key Systems, Inc. in Tulsa, Oklahoma.

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Sixth Night

Word Processing
- Overview of Word Processing Concepts
- Description of CTOS software (Handout 8, 9)
- Exercise 4

HANDOUT 8

CTOS

****WORD PROCESSING SOFTWARE****

RUB CHAR	Removes character immediately before the cursor from the document.
RUB WORD	removes the word immediately before the cursor form the document
Gold RUB LINE	Removes the line immediately before the cursor from the document. If the cursor is at the beginning of the line, the previous line will be removed
Gold SENT	Removes the sentence immediately before the cursor from the document
TOP DOC	Positions the cursor at the beginning of the document
BOT DOC	Positions the cursor at the end of the document
RET	Ends the current line and starts a new one. Aditional RETURNS can be used to enter blank lines. This is used for paragraphs tht are not indented.
Gold RULER	Allows the current ruler setting to be changed. All text following the ruler will correspond to the new setting.
SWAP	SWAP transposes the character at the cursor with the character immediately after the cursor.
RED DEL	DELETe mode is set. Removes the character at the cursor from the document and continues in the advance mode when used with other grammatical keys.
Gold F	Saves the document for future use after creating or editing.
Gold C	Centers the current line between the left and right margins or at the center point, if specified.
UPPER CASE	UPPER CASE mode is set. Converts lower case letters to upper case.
Gold 3	LOWER CASE mode is set. Converts upper case letters to lower case.

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EXERCISE 4
copy my file by using the following command:

$COPY_Δ [DAWSON]ADASSIGN1.DAT;_Δ *.*

I want you to edit this file using the keypad editor. You will need to give the following commands to get started:

$EDIT (r)
filename: adassign1.dat; (r)

*C

Good Luck

Experts tells us that when we have something that we want others to accept, the more carefully we put our plan into written form the more likely we are to convince the reader to adopt it. If in our letters we ramble, use obscure references, make poor choice of words, or use bad grammar, we decrease the likelihood of having our ideas rejected. The recipients of such letters will have a quite low opinion of us, of our purposes and certainly of the organization we represent in our messages.

Like a good speech, our final copy should reflect our very best effort. It should express what it has to say in a clear and concise way. There should be no distracting features, such as smudges, unattractive holes, poor placement, or unequal margins. In other words, if we are to become truly adept in the art of written communication, we must avoid calling attention to how we present something instead of what we say. Then only can we be certain that our letters will result in the response or action we want.

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Seventh Night

Word Processing
Exercise 5
Exercise 6
Exercise 7

EXERCISE 5

C, CTACTOS1

PF1G

[101,200] G7

125b ▶15 Measure basic skill: statistical rough draft

two 5' writings; determine *gwam*; proofread and circle errors

Record better rate and % of transfer: rate of 125b ÷ rate of 124b.

all figures/letters used | A | 1.5 si | 5.6 awl | 80% hfw |

	gwam 1'	5'
In 1976, ~~Recently~~, the United States ~~celebrated~~ had its 200th birthday. The	11	2
period from 1776 to 1976 was one of ~~great~~ amazing growth. Our population ~~grew~~ increased	27	5
from ~~about~~ just 2,803,000 in 1776 to more than 215,005,859 in 1976. The	40	8
horse was the ~~principle means~~ real mode of transportation in 1776, but ~~the~~ ~~automobile~~ cars and trucks quickly replace the horse and wagon at the ~~beginning~~ start of the 20th	53	11
century. In 1976, there were more than 130,751,000 cars, ~~autos~~ trucks, and buses on	68	14
our highways.	84	17
	113	23
What can we say has been America's greatest ~~achievement~~ feat in its	11	25
first 200 years? ~~Perhaps~~ Maybe it has been the rapid growth of its system of	25	28
free public education which extends all the way from our ~~elementary~~ lower	38	30
schools to our high schools. Even above these levels we ~~find~~ maintain very	53	33
low fees or Tuition in our highly large and rated public universities. In 1976, the total	71	37
school enrollment for persons 5 to 34 years old was estimated ~~judged~~ to be	85	39
about 57,763,000, with 32,665 ,000 enrolled at the ~~elementary~~ lower school level,	98	42
14,814,000 enrolled at the high school level, and with ~~still~~ yet another	112	45
10,884,000 enrolled in our varied high-school institutions. ~~post-secondary schools.~~	124	47

We grew from a rural and agricultural society to an urban and highly industrialized one with large population groups in major areas.

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EXERCISE 6

3599 E. Sunrise Drive
Wichita, KS 67217
December 12, 19--

Ms. Rosemary Edens, Manager
Writing Arts Institute, Inc.
214 S. Boulder Avenue
Tulsa, OK 74103

Dear Ms. Edens:

For a term project I am to prepare in a course in written communications, I have selected the topic "Rhetoric Versus Grammar in Writing." I want to evaluate the two statements "It really doesn't matter how you say something so long as you can be understood" and "To write effectively, one must know and observe basic rules of grammar."

I want to support my paper with quotations from authorities in general and in business communication. As a noted author in this field, your viewpoint on this topic would strengthen my report immeasurably.

If you will take the time to give me a brief statement, I shall be most grateful.

Sincerely yours

Miss Nancy Waterford

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Eight Night

Student Choice of Working on Projects from any one of the taught software: EDIT, EASY, DIBS, CTOS, BASIC

APPENDIX - B

ACCOUNTING
DIBS INSTRUCTIONS

To Enter Dibs:

```
$COPY (DIB.FILES)*.*␣*.*
$PURGE

$DIBS
$PASSWORD:  DIBS
```

If "Insufficient Privilege to Purge" appears - $SET␣PROT=O:D␣*.*;* or enter filename appearing in place of *.*;*

If "See System Manager" appears - $RUN␣DIB:RUN and at next point, enter DIB:MENU, then press Return, Return

If "File Not Available" appears - $RUN␣DIB:CLRDFL

DATA ENTRY RULES AND SPECIAL KEY FUNCTIONS

CAPS LOCK - Must be depressed before keyboard entries are accepted.

RETURN or ENTER - Must be depressed after entering data. Press to advance to next screen or field. Also used to remedy erroneous conditions so that data can then be entered correctly. "Advance Field Key" mentioned in the manuals is the same as the "Return" key.

BACKSPACE - Depress to go back to previous screen or field or to get back to "Password" to type "Bye" to log out. Also used to signal the completion of all entries for a particular function in a particular mode.

BYE - This is always typed at the "Password" to log out and save information stored in DIBS. In order to start a new problem with clean accounts, the user must copy and purge again. Copy and Purge is not used if the user wishes to work on the same problem previously entered.

NUMERIC KEYPAD - This should be used for numeric entries, although the numbered keys across the top of the keyboard perform the same function.

NO SCROLL - Used to advance and stop data for viewing on screen. If cursor ever locks in place, check the no-scroll key.

UP and DOWN ARROWS - These only function in the "CHANGE" mode of all standard maintenance procedures. Usually, however, a "Change?" inquiry routine appears which allows the user to select the number of the item wished to be changed.

DATES - These are usually entered in the "mmddyy" format (053183, for example, would print out 05/31/83). The exception is during system initialization. At that time, the user would enter "May 31, 1983."

DOLLAR AMOUNTS - Do not use dollar signs, commas, or decimals in dollar amount entries. The amount entered as 10654295 would appear as $106,542.95. If it is a credit amount, you may enter a - minus sign before or after entering the number. All zeros must be entered if there is an even dollar amount.

DEBITS and CREDITS - All debits appear as positive amounts. Credits appear with a minus sign or brackets around them. You must enter a minus sign (-) for a new entry. If you press the RETURN key to make no entry in this field, the system enters the amount that offsets the amount entered for the previous transaction.

CHANGE? and FIELD? INQUIRIES - This will appear at the bottom of the screen throughout most operations. It enables the user to make changes or corrections. Enter Y (Yes) if a change is desired or the number of the field you wish to change. If no change is needed, press the N (No) key. This same response can usually be made by just pressing the RETURN key (it defaults).

DELETE - Depress the DELETE key to remove an unwanted entry before pressing the RETURN key. If you have already advanced to a new field, a change or delete can be made when CHANGE? appears at the bottom of the screen.

STEP-BY-STEP
MENUS AND SUBMENUS FOR ENTERING PROBLEMS

1. GENERAL LEDGER SYSTEM (3) should always be selected first.

2. GENERAL LEDGER FILE MAINTENANCE (1) should be selected when starting a new problem. Next selection is ENTITY FILE MAINTENANCE (2). Next, select the CHANGE field and enter Entity Number 1 when the system asks for it. Next, select field #2 and enter your name. These steps can be bypassed while working on the same problem. It must, however, be done for each new accounting problem, after you copy and purge.

3. TRANSACTION ENTRY & EDITING (2) is selected for entering new transactions. Next, select ADD JOURNALS (1). Enter the last day of the current month for posting date. For S/C (Source Code), enter the number of the problem (example, 21C). On the next line, enter the name of the company. Press RETURN, No Change, and begin entering account numbers that relate to specific transactions.

4. REFERENCE FIELDS - Select "2" so that two sources of information can be entered into two column fields. For example, in the first reference field, you may wish to enter the date of the transaction. In the second reference field, you may wish to enter the source document and number (example, V38 for Voucher 38, or Ck 2895 for a check number).

5. CHANGE JOURNALS (2) can only be used to change previously entered transactions. You must have the journal number, item number, sequence number, account number, and entity number of the transaction you wish to change. This is obtained by printing out the journals on the terminal screen or by the Transaction Edit Report.

6. PRINT OUT JOURNALS (3) is used to get a printout of all current transactions. After posting, this is impossible. It is extremely important that you obtain a TRANSACTION EDIT REPORT through this function so that items can be checked for accuracy.

7. POST JOURNALS (5) is used to post the transactions to the Year-to-Date Transaction File. An UPDATE CONTROL REPORT is automatically printed as a result of transaction posting. This report identifies any journals that are out-of-balance. A journals must be in balance before posting occurs. Debits and Credits must equal.

8. END-OF-MONTH POSTING (5) on the Master Menu is used to update the General Ledger Account Master File. This must be done before any financial reports can be printed. A MONTH-END POSTING JOURNAL is automatically printed after all accounts have been posted. It will contain all current balances.

9. WORKING TRIAL BALANCE (5) is on a submenu found by depressing GENERAL LEDGER REPORTS (3) on the master menu. The printout is used to review period-ending information for an account after all standard transactions have been entered, balanced, and posted. Adjustments are then written on this report and entered through the Transaction Entry and Editing Mode through the "Add Journals" selection. These adjustments are then posted YTD and End-of-Month just as before. Numbers should be checked for accuracy on the printouts obtained.

10. BALANCE SHEET (Report #100) is selected through the GENERAL LEDGER REPORT WRITER (7) on the main menu. REPORT SELECTION (2) is then depressed. You must then enter your Entity (#1), the end-of-month date (written out), and the company name and chapter number. The user should get the specifications of the report by selecting REPORT DEFINITION (1) and getting a printout. Be sure that the accounts you are using are listed on the report specifications. If not, you may add line numbers and your own specifications to include these entries. Adjustments will more than likely have to be made.

11. INCOME STATEMENT (Report #125) is also selected through the GENERAL LEDGER REPORT WRITER (7) on the main menu. REPORT SELECTION (2) is then depressed. You must key in your Entity (#1), the end-of-month date, and the company name and chapter number. The user should get the specifications of this report before trying to print it out. Check to see that all accounts are included. It is alright if there are extra ones that are not needed. You must add any that are left out. Obtain the specifications by selecting REPORT DEFINITION (1).

NOTE: When all else fails, look it up in the OPERATOR INSTRUCTION MANUAL on the shelf in the classroom - DIBS GENERAL LEDGER. Otherwise, the instructor may have to call International Turn-Key Systems, Inc. in Oklahoma.

CURRICULUM GUIDE

FOR

COMPUTERIZED ACCOUNTING I
ADULT EDUCATION
FORT WAYNE COMMUNITY SCHOOLS

PREPARED BY
FAY A. NELSON, INSTRUCTOR
COMPUTERIZED ACCOUNTING
JANUARY 23, 1984

COMPUTERIZED ACCOUNTING I
ADULT EDUCATION

CURRICULUM GUIDE
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COURSE DESCRIPTION FOR COMPUTERIZED ACCOUNTING I

In addition to the normal written activities associated with accounting, students enrolled in this course will complete most of their work in class using computer terminals connected to a minicomputer with access to printing devices. Students must be willing to spend several hours outside of class for basic written assignments in order to allow for needed "hands-on" computer time in class.

Topics include instruction on the computer terminal, an automated general ledger accounting system, special journals, payroll records, uncollectible accounts, plant assets and depreciation, notes and interest, end-of-fiscal-period work for a corporation, a voucher system, a petty cash system, and an inventory system.

Prerequisite: "Beginning Accounting" (Basic accounting knowledge)

Total Hours of Instruction: 45 Hours
15 Weeks for 3 hours per week

Total Computer "Hands-On" Time: 30 Hours

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COURSE OUTLINE FOR COMPUTERIZED ACCOUNTING I

PREREQUISITE: Beginning Accounting or Basic Accounting Knowledge

TOTAL HOURS OF INSTRUCTION: 45

TOTAL COMPUTER "HANDS-ON" TIME: 30

TEXTBOOK: Century 21 Accounting, First-Year Course, 3rd. Edition, South-Western Publishing Company

1st Week: Introduction to the Computer Terminal and DIBS
- a. 3 Instructional Hours
- b. Mastery Level = Competency
- c. 2 "Hands-On" Hours

2nd Week: Data Processing Systems, Processing Chart of Accounts, Setup Forms, Opening Entries, and an Exercise in DIBS
- a. 3 Instructional Hours
- b. Mastery Level = Competency
- c. 2 "Hands-On" Hours

3rd Week: Processing Transactions and End-Of-Fiscal-Period Reports
- a. 3 Instructional Hours
- b. Mastery Level = Competency
- c. 2 "Hands-On" Hours

4th Week: Recording Transactions with Special Journals - Purchases and Cash Payments
- a. 3 Instructional Hours
- b. Mastery Level = Competency
- c. 2 "Hands-On" Hours

5th Week: Recording Transactions with Special Journals - Sales and Cash Receipts
- a. 3 Instructional Hours
- b. Mastery Level = Competency
- c. 2 "Hands-On" Hours

6th Week: Payroll Records
- a. 3 Instructional Hours
- b. Mastery Level = Competency
- c. 2 "Hands-On" Hours

7th Week: Payroll Accounts, Taxes, and Reports
- a. 3 Instructional Hours
- b. Mastery Level = Competency
- c. 2 "Hands-On" Hours

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8th Week: Accounting for Uncollectible Accounts
- a. 3 Instructional Hours
- b. Mastery Level = Competency
- c. 2 "Hands-On" Hours

9th Week: Accounting for Plant Assets and Depreciation
- a. 3 Instructional Hours
- b. Mastery Level = Competency
- c. 2 "Hands-On" Hours

10th Week: Accounting for Notes and Interest
- a. 3 Instructional Hours
- b. Mastery Level = Competency
- c. 2 "Hands-On" Hours

11th Week: End-Of-Fiscal-Period Work for a Corporation
- a. 3 Instructional Hours
- b. Mastery Level = Competency
- c. 2 "Hands-On" Hours

12th Week: Using a Voucher System
- a. 3 Instructional Hours
- b. Mastery Level = Competency
- c. 2 "Hands-On" Hours

13th Week: Using a Petty Cash System
- a. 3 Instructional Hours
- b. Mastery Level = Competency
- c. 2 "Hands-On" Hours

14th Week: Using an Inventory System
- a. 3 Instructional Hours
- b. Mastery Level = Competency
- c. 2 "Hands-On" Hours

15th Week: Overview and Final Evaluation
- a. 3 Instructional Hours
- b. Mastery Level = Competency
- c. 2 "Hands-On" Hours

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GOALS FOR COMPUTERIZED ACCOUNTING I

1. Know and understand applications and functions unique to DIBS, the accounting software.

2. Know and understand applications and functions unique to CALC-11, the electronic spreadsheet.

3. Demonstrate correct and proper use of the computer terminal.

4. Know and understand accounting terminology, principles, and practices.

5. Know, understand, and demonstrate accounting procedures, principles, and practices for a merchandising business organized as a corporation.

6. Be able to assign account numbers and prepare chart of accounts and financial statement setup forms for EDP.

7. Be able to record an opening entry for EDP, analyze a systems flowchart, record weekly batched transactions on a JET form, and complete end-of-fiscal-period work.

8. Be able to journalize and post purchases and cash payments and sales and cash receipts using special journals.

9. Be able to prepare and record a payroll and payroll tax records.

10. Be able to examine and record bad debts expense transactions, plant assets and depreciation, notes, interest, and bank discounts.

11. Be able to analyze and prepare end-of-fiscal-period entries for a corporation and record its dividends.

12. Be able to record vouchers in a voucher register and record cash transactions in a check register.

13. Be able to establish and replenish a petty cash fund.

14. Be able to determine the cost of merchandise inventory using the fifo and lifo methods and to determine the valuation of merchandise inventory using the lower of cost or market method and the gross profit method.

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INSTRUCTIONAL MATERIALS

FOR

COMPUTERIZED ACCOUNTING I
ADULT EDUCATION

TEXTBOOK:	Century 21 Accounting, First-Year Course, Third Edition, Copyright 1982, Swanson, Ross, Hanson, and Boynton South-Western Publishing Co., "First-Year Course (Chapters 1-30)", B30
WORKBOOK:	Century 21 Accounting, Working Papers and Study Guides, Chapters 1-30, B301.
TESTS:	Preprinted Problem Tests and Unit Tests
MANUAL:	Teacher's Manual for B30, B301, and Tests

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1ST WEEK
COMPUTERIZED ACCOUNTING I

A. Introduction to DIBS (Handout: "DIBS Instructions")
   1. Assignment of Accounts and Passwords to Users of System
   2. General Ledger System
   3. General Ledger File Maintenance (Entity)
   4. "Chart of Accounts" Printout
   5. Transaction Entry and Editing - Changes, Additions, and Deletions
   6. "Transaction Edit Report" Printout
   7. Post Year-To-Date: "Update Control Report" Printout
   8. "End-of-Month Posting Journal" Printout
   9. "Working Trial Balance" Printout

B. Exercise in DIBS
   1. Problem 3-2 (Handout)
      a. Copy New Files
      b. Change Entity Number and Name
      c. Enter Transactions - Print, Post YTD, Post Month
   2. Problem 4-2 (Handout)
      a. Copy New Files
      b. Change Entity Number and Name
      c. Enter Beginning Balances - Print, Post YTD, Post Month
      d. Enter Transactions - Print, Post YTD, Post Month
      e. "Working Trial Balance" Printout

C. Assignment
   1. Read Chapter 17, p. 327-340: "Data Processing Systems"
   2. Write out definitions of Accounting Terms - p. 340
   3. Be able to discuss Questions 1-26, p. 340-341
   4. Read Chapter 18, p. 345-357: "Automated General Ledger Accounting"
   5. Write out definitions of Accounting Terms - p. 357
   6. Be able to discuss Questions 1-14, p. 357
   7. Be prepared for quiz over Chapters 17 and 18 after discussion next week.
   8. Do Drill 17-D1, p. 341: "Adding New General Ledger Accounts"
   9. Do Drill 17-D2, p. 342: "Analyzing a Chart of Accounts Setup Form"
   10. Do Drill 17-D3, p. 342: "Analyzing a Financial Statement Setup Form"
   11. Problem 17-1, p. 343: "Preparing a General Ledger Chart of Accounts Setup Form"
   12. Drill 18-D1, p. 358: "Analyzing a Systems Flowchart"
   13. Problem 18-1, p. 358: "Recording an Opening Entry in an EDP General Ledger Accounting System"

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2ND WEEK
COMPUTERIZED ACCOUNTING I

A. Lecture and Discussion on Chapter 17 and 18
   1. Questions on p. 340-341
   2. Go over Drills 17-D1, D2, and D3. Collect Problem 17-1.
   3. Questions on p. 357
   4. Go over Drill 18-D1. Collect Problem 18-1.
   5. Terms and definitions should be saved by student and continue to add to it with each new chapter. To be collected at end of course for credit.
   6. Quiz using Study Guides 17 and 18. Hand back to student before end of class so that it can be used to study for the unit test.
   7. Students should be encouraged to take notes from discussions in class.

B. DIBS - DO NOT COPY NEW FILES. Just enter DIBS to retrieve previous problem.
   1. "Balance Sheet" Printout. Select "Report Definition" and Report #100.
   2. "Income Statement" Printout. Select "Report Definition" and Report #125.

C. Exercise in DIBS - Ema Langhorn, Architect
   1. Copy [DIB.FILES]*.* *.* to get clean files. Change Entity
   2. 5-1: Enter the transactions for one month. Print, Post YTD and Post Month-End.
   3. 6-1: Enter the beginning balances. Print, Post YTD and Post Month-End.
   4. 7-1: "Working Trial Balance" Printout
   5. 8-1: "Income Statement" Printout - Report #125
   6. 8-2: "Balance Sheet" Printout - Report #100

D. Assignment
   1. Chapter 19 - "Automated General Ledger Accounting: Processing Transactions and End-of-Fiscal-Period Reports", Read p. 361 - 377.
   2. Write out definitions of Accounting Terms - p. 378. Save
   3. Be able to discuss questions #1-14, p. 378.
   4. Do Drill 19-D1 and D2, p. 379. "Batching Transactions"
   5. Do Problem 19-1, p. 380, "Recording Weekly Batched Transactions for EDP using a Journal Entry Transmittal (JET Form)"
   6. Study for a Unit Test over Chapters 17, 18, 19 to be given after next week's discussion.

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3RD WEEK
COMPUTERIZED ACCOUNTING I

A. Lecture and Discussion on Chapter 19
   1. Questions on p. 378
   2. Go over Drills 19-D1 and D2
   3. Collect Problem 19-1. Check and return
   4. Give Study Guide 19 as a quiz
   5. Review and Discuss Chapters 17, 18, and 19

B. Unit Test on Part 4 - Chapters 17, 18, and 19

C. DIBS - Problem 19-1 and 19-2, p. 380-381
   "Recording Transactions in Weekly Batches and Recording Adjusting and Closing Entries"
   1. Copy clean files and change entity number and name
   2. Enter transactions, print and post ytd and month-end
   3. "Working Trial Balance" printout
   4. Enter adjusting entries, print and post ytd and month-end
   5. "Income Statement" printout, Report #125
   6. "Balance Sheet" printout, Report #100
   7. Enter closing entries, print and post ytd and month-end
   8. "Working Trial Balance" printout

D. Assignment
   1. Read Chapter 20, "Recording Transactions with Special Journals: Purchases and Cash Payments", p. 393-409.
   2. Do Terms, p. 409. Save
   3. Be able to discuss Questions 1-15, p. 409.
   4. Do Problems 20-1 and 20-2 in workbook.

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4TH WEEK
COMPUTERIZED ACCOUNTING I

A. Lecture and Discussion on Chapter 20
   1. Questions on p. 409
   2. Using overhead transparencies, go over Problems 20-1 and 20-2
   3. Give Study Guide 20 as a quiz

B. DIBS - Problem 20-3, "Journalizing and Posting Transactions Affecting Purchases and Cash Payments", p. 413
   1. Copy new files and change entity number and name
   2. Enter beginning balances, including all Creditors, but omitting Accounts Payable. Print, Post
   3. Enter transactions for using current month. Print, Post
   4. "Working Trial Balance" printout
   5. Prepare a "Schedule of Accounts Payable" using workbook paper
   6. Turn in all work for credit, stapling in the order given.

C. Assignment
   1. Read Chapter 21, "Recording Transactions with Special Journals: Sales and Cash Receipts", p. 417 - 430.
   2. Do terms, p. 430. Save
   3. Be able to discuss Questions 1-13, p. 430.
   4. Problem 21-3, using workbook papers.
   5. Study for Problem Test on Chapter 20.

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5TH WEEK
COMPUTERIZED ACCOUNTING I

A. Questions and Answers
   1. Problem Test over Chapter 20 - written

B. Lecture and Discussion on Chapter 21
   1. Questions on p. 430
   2. Go over Problem 21-3 on overhead transparency.
   3. Use Study Guide 21 as a Quiz

C. DIBS - Problem 21M, "Journalizing and Posting Sales and Cash Receipts Transactions", p. 436-437
   1. Copy clean files and change entity number and name.
   2. Enter beginning balances for all charge customers and the cash account, omitting accounts receivable. Print, Post
   3. Enter transactions using the current month. Print, Post
   4. "Working Trial Balance" Printout
   5. Prepare a "Schedule of Accounts Receivable" in the workbook.
   6. Staple all work together in the order given and turn in for credit.

D. Assignment
   1. Read Chapter 22, "Payroll Records", p. 440-454
   2. Define Terms - Save
   3. Be able to discuss Questions 1-12, p. 455.
   4. Do Problems 22-2, 22-3, and 22-4 in workbook.
   5. Study for a Problem Test over Chapters 20 and 21 to be completed at the terminal in DIBS.

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6TH WEEK
COMPUTERIZED ACCOUNTING I

A. Problem Test in DIBS - "Journalizing and Posting Sales, Purchases, Cash Receipts, and Cash Payments Transactions", p. 437-439.
   1. Copy clean files and change entity number and name
   2. Enter all beginning balances, including all charge customers and creditors and omitting Accounts Receivable and Accounts Payable. Print, Post
   3. "Working Trial Balance" Printout
   4. On form provided, prepare a "Schedule of Accounts Receivable" and a "Schedule of Accounts Payable"
   5. Staple all work together in the order given and turn in for a test grade.

B. Lecture and Discussion on Chapter 22
   1. Questions on p. 455
   2. Problems 22-2, 22-3, and 22-4 on overhead projector
   3. Use Study Guide 22 as a quiz

C. Assignments
   1. Read Chapter 23, "Payroll Accounts, Taxes, and Reports", p. 460-472.
   2. Do Terms - Save
   3. Be able to discuss Questions 1-17, p. 473
   4. Do Drill 23-D1, "Analyzing Payroll Transactions"
   5. Do Problem 23-1, "Journalizing and Posting Semi-Monthly Payrolls", p. 474
   6. Do Problem 23-2, "Figuring, Recording, and Posting Employer's Payroll Taxes", p. 475
   7. Do Problem 23-3, "Reporting Employer's Quarterly Withholding and Payroll Taxes", p. 475-476
   8. Do Problem 23-4, "Figuring and Recording Withholding and Payroll Taxes", p. 476

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7TH WEEK
COMPUTERIZED ACCOUNTING I

A. Lecture and Discussion on Chapter 23
   1. Questions on p. 473
   2. Problems 23-D1, 23-1, 23-2, 23-3, 23-4 on overhead projector. Turn in for credit.
   3. Study Guide 23 for quiz.

B. DIBS - Mastery Problem 23-M, "Recording and Posting Payroll Transactions", p. 476-477
   1. Copy clean files and change entity number and name
   2. Enter transactions using the current month and the tax rates given in the problem directions. Print, Post
   3. Do not enter the beginning balances
   4. "Working Trial Balance" Printout
   5. Using a pencil, add the beginning balances to the appropriate accounts on the printout. Indicate the correct debit or credit balances.
   6. Staple together in the order given and turn in for credit.

C. Assignments
   1. Read Chapter 24, "Accounting for Uncollectible Accounts", p. 487-497.
   2. Do Terms - Save
   3. Be able to discuss Questions 1-14, p. 498.
   4. Study for the Unit Test over Chapters 20, 21, 22, and 23. Use your study guides and review chapter questions and terms.

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8TH WEEK
COMPUTERIZED ACCOUNTING I

A. Unit Test 5 over Chapters 20, 21, 22, and 23

B. Lecture and Discussion on Chapter 24
   1. Questions on p. 498
   2. Drill 24-D1, "Journalizing Uncollectible Accounts", p. 499 and Drill 24-D2,"Figuring Bad Debts Expense", p. 499 explained at the board.
   3. Study Guide 24 given as a quiz.

C. DIBS - Problems 24-1 and 24-2, "Recording Entries for Bad Debts Expense", p. 500-501.
   1. Copy clean files and change entity number and name
   2. Enter transactions. Print, but do not post.
   3. Turn in "Transaction Edit Report" for credit.

D. Assignment
   1. Do Mastery Problem 24-M, "Recording Entries for Bad Debts Expense", p. 501.
   2. Study for a written Problem Test on Chapter 24
   3. Read Chapter 25, "Accounting for Plant Assets and Depreciation", p. 503-514.
   4. Do Terms - Save
   5. Be able to discuss Questions 1-9, p. 514-515.

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9TH WEEK
COMPUTERIZED ACCOUNTING I

A. Questions and Answers
   1. Written Problem Test over Chapter 24

B. Lecture and Discussion on Chapter 25
   1. Questions on p. 514-515
   2. Drill 25-D1, "Figuring Depreciation Expense" and Drill 25-D2, "Figuring Book Value of a Plant Asset" at the board. Students will be working same drills. Compare and answer questions.

C. Do the following problems in class using the workbook:
   1. Problem 25-1, "Recording the Buying of Plant Assets"
   2. Problem 25-2, "Figuring Depreciation Expense"
   3. Problem 25-3, "Preparing a Plant Asset Record"
   4. Problem 25-4, "Recording Work Sheet Adjustments and Journal Entries for Depreciation Expense"

D. Assignments
   1. Finish the above problems for homework
   2. Study for a written Problem Test on Chapter 25
   3. Read Chapter 26, "Accounting for Notes and Interest", p. 519 - 527.
   4. Do Terms - Save
   5. Be able to discuss Questions 1-14, p. 528.
   6. Do Drill 26-D1, "Recording Principal, Interest, and Bank Discount for Notes Payable", p. 528.
   7. Do Drill 26-D2, "Recording Principal and Interest for Notes Receivable", p. 529.

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10TH WEEK
COMPUTERIZED ACCOUNTING

A. Questions and Answers
   1. Collect Chapter 25 Problems
   2. Written Problem Test over Chapter 25

B. Lecture and Discussion on Chapter 26
   1. Questions and Terms on p. 527-528
   2. Drill 26-D1 and D2 using an overhead transparency
   3. Study Guide 26 as a quiz

C. DIBS
   1. Problem 26-1, "Recording Notes Payable, Interest, and Bank Discount", p. 529. Enter transactions. Do not post
   2. Problem 26-2, "Recording Notes Receivable and Interest", p.530
   3. Mastery Problem 26-M, "Recording Notes, Interest and Bank Discount.", p. 531. Enter Transactions. Do not post.

D. Assignment
   1. Finish above problems in workbook if not completed in class.
   2. Study for a written Problem Test over Chapter 26.
   3. Read Chapter 27, "End-of-Fiscal-Period Work for a Corporation", p. 533-552.
   4. Do Terms - Save
   5. Be able to discuss Questions 1-29, p. 553.
   6. Do Drill 27-D1, "Analyzing Adjustments on a Work Sheet", p. 554.
   7. Do Drill 27-D2, "Classifying Assets, Liabilities, and Stockholders' Equity Accounts on a Balance Sheet", p. 554.

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11TH WEEK
COMPUTERIZED ACCOUNTING I

A. Collect Assignments, Answer Questions

B. Written Problem Test over Chapter 26

C. Lecture and Discussion on Chapter 27, "End-of-Fiscal Period Work for a Corporation"
   1. Discuss Questions and Terms on p. 553.
   2. Go over Drills 27-D1, 27-D2, and 27D3 - "Analyzing Adjustments on a Work Sheet", "Classifying Assets, Liabilities, and Stockholders' Equity Accounts on a Balance Sheet", and "Analyzing Closing Entries".
   3. Use Study Guide 27 as a quiz.

D. In DIBS:
   1. Problem 27-1, "Preparing a Work Sheet", p. 556.
   2. Copy clean files, change to Entity 1 and your name.
   3. In "Transaction Entry and Editing", enter all of the account balances.
   4. "Transaction Edit Report" printout.
   5. Post YTD and End-of-Month Posting
   6. Use the Work Sheet in the Workbook to figure the adjustments.
   7. In "Transaction Entry and Editing". enter the adjusting entries. Print, Post YTD and End-of-Month
   8. Problem 27-2, "Preparing Financial Statements", p. 557.
      a. Select "General Ledger Report Writer", #7.
      b. Enter Report #125 for the Income Statement
      c. Prepare a "Statement of Stockholders' Equity" in the workbook.
      d. Select "General Ledger Report Writer", #7.
      e. Enter Report #100 for the Balance Sheet
   9. Problem 27-3, "Recording Adjusting and Closing Entries", p. 557.
      a. In the workbook, record the closing entries only. Enter them in DIBS in "Transaction Entry and Editing", print and post.
      b. Select "General Ledger Reports". Get a "Working Trial Balance" printout.
   10. Problem 27-4, "Distributing Income to Stockholders". p. 558.
      a. Record dividend declared in a general journal in workbook.
      b. Record payment of dividend in a cash payments journal in workbook.
   11. Staple all work together in the order that it was assigned above. Turn in for credit.

E. Assignment
   1. Finish above work at home if not completed in class.
   2. Do Mastery Problem 27M,"Preparind End-of-Fiscal-Period Work for a Corporation", p. 558-559, using workbook pages.
   3. Study for a Problem Test over Chapter 27 and Unit Test for Chapters 24, 25, 26, and 27.

(cont.)

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(11th Week cont.)

4. Read Chapter 28, "A Voucher System", p. 569-581.
5. Be able to discuss Questions and Terms in class, p. 581.

12TH WEEK
COMPUTERIZED ACCOUNTING I

A. Collect Assignments, Answer Questions

B. Written Problem Test over Chapter 27

C. Unit Test #7 over Chapters 24 - 27

D. Lecture and Discussion on Chapter 28, "A Voucher System"
   1. Discuss Questions and Terms on p. 581.
   2. Do Drills 28-D1 and 28-D2 in class, "Analyzing Transactions Using a Voucher Register", and "Analyzing Transactions Using a Check Register", p. 582-583.
   3. Study Guide 28 as a quiz.

E. In Class:
   1. Problem 28-1, "Preparing a Voucher", p. 583, using workbook.
   2. Problem 28-2, "Recording Vouchers in a Voucher Register", p. 583, using workbook pages and also in DIBS or CALC11, getting a printout.
   3. Problem 28-3, "Recording Cash Transactions in a Check Register". Use workbook page or CALC-11 on terminal.
   4. Problem 28-4, "Preparing Payroll Vouchers", p. 584, using workbook pages.
   5. Problem 28-5, "Recording Purchases Returns and Allowances and Payroll Transactions in a Voucher System", p. 584-585. For the Voucher Register, use DIBS or CALC-11. For the Check Register, use workbook page or CALC-11 on terminal.

F. Assignment
   1. Finish work at home not completed in class.
   2. Mastery Problem 28-M, "Recording Transactions in a Voucher System", p. 585-586, using workbook.
   3. Study for Problem Test over Chapter 28.
   4. Read Chapter 29, "A Petty Cash System", p. 587-597.
   5. Do Terms and save. Be able to answer Questions in class on p. 598.

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13TH WEEK
COMPUTERIZED ACCOUNTING I

A. Questions and Answers

B. Problem Test over Chapter 28

C. Lecture and Discussion on Chapter 29, "A Petty Cash System"
   1. Discuss Questions and Terms on p. 597-598.
   2. Drill 29-D1, "Replenishing a Petty Cash Fund", p. 599
   3. Study Guide 29 as a quiz.

D. In Class:
   1. Problem 29-1, "Establishing and Making Payments from a Petty Fund", p. 599, using DIBS or CALC-11 for the Voucher Register and CALC-11 or workbook page for the Check Register. Use DIBS or CALC-11 for the Petty Cash Record.
   2. Problem 29-2, "Replenishing a Petty Cash Fund", p. 600, using the workbook.
   3. Problem 29-3, "Establishing and Replenishing a Petty Cash Fund Using a Cash Payments Journal", p. 600, using workbook p.469.
   4. Problem 29-M, "Establishing and Replenishing a Petty Cash Fund", p. 601, using the workbook.
   5. Check your work with the instructor.

E. Problem Test for Chapter 29

F. Assignment
   1. Read Chapter 30, "An Inventory System", p. 603-612.
   2. Do Terms and save. All Terms from Chapters 17 - 30 are due.
   3. Be able to discuss Questions, p. 612.
   4. Do Drill 30-D1, "Determining the Quantities of Merchandise on Hand Using Perpetual Inventory", p. 613.
   5. Do Problem 30-1, "Determining Cost of Inventory Using FIFO and LIFO Methods", p. 614, using workbook.

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14TH WEEK
COMPUTERIZED ACCOUNTING I

A. Lecture and Discussion on Chapter 30, "An Inventory System"
   1. Discuss Terms and Questions, p. 612-613. Collect Terms from Chapters 17 - 30.
   2. Give Study Guide 30 as a quiz. Check in class.
   3. Check Drill 30-D1 and Problem 30-1 in class.

B. In Class:
   1. Problem 30-2, "Determining Valuation of Inventory at Lower of Cost or Market", p. 615. Use workbook and/or CALC-11 on terminal.
   2. Problem 30-3, "Estimating the Value of Inventory Using the Gross Profit Method", p. 615-616, using workbook.
   3. Mastery Problem 30-M, "Determining Cost of Inventory Using the FIFO and LIFO Methods", p. 616, using workbook or CALC-11 on terminal.

C. Problem Test for Chapter 30

D. Assignment:
   1. Study for Unit Test over Chapters 28, 29, and 30.
   2. Study for Final Exam over Chapters 17 - 30.
   3. Review DIBS for problem test on terminal.

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15TH WEEK
COMPUTERIZED ACCOUNTING I

A. Unit Test #8 over Chapters 28-30

B. Review of Course - Questions and Answers

C. Final Exam - Written
- Problem in DIBS on terminal

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APPENDIX - C

BASIC COURSE OUTLINE

TOPIC	# MEETINGS	TOTAL HOURS
1) PRINCIPLES OF PROGRAM DEVELOPMENT	1	3
2) STRUCTURED BASIC PROGRAMMING CONCEPTS A) INPUT/OUTPUT PROGRAMMING B) DECISION STRUCTURES C) LOOP STRUCTURES	6	18
3) SUBROUTINES AND SUBPROGRAMS	2	6
4) ARRAYS AND TABLES A) SORTING B) LINEAR AND BINARY SEARCHES	6	18
5) INTERACTIVE PROCESSING	4	12
6) STRING PROCESSING	3	9
7) DATA FILE PROCESSING A) SEQUENTIAL FILES B) RELATIVE FILES	8	24
	30 MTGS	90 HRS

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COBOL COURSE OUTLINE

TOPIC	# MEETINGS	TOTAL HOURS
1) [redacted]UCTURED COBOL PROGRAMMING CONCEPTS	2	6
2) COBOL OPERATIONS A) INPUT/OUTPUT B) ARITHMETIC C) REPORT EDITING	7	21
3) DECISION STRUCTURES	6	18
4) CONTROL BREAK PROCESSING	7	21
5) TABLE PROCESSING	4	12
6) ADDITIONAL COBOL STATEMENTS	4	12

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ADULT BASIC COURSE CONTENT

MTG: 3 HOURS IN LENGTH
TEXTBOOK: INTRODUCTION TO BASIC PROGRAMMING, by SHELLY & CASHMAN (ANAHEIM PUBLISHIN
PROGRAMMING ASSIGNMENTS: FINAL COPY SHOULD INCLUDE SOURCE LISTING, OUTPUT, AND
FLOWCHART OR PSEUDOCODE.
GRADE SCALE: A:90-100 B:80-89 C:70-79 D:60-69 F:0-59 (PERCENTAGES)
GRADE WEIGHT: PROGRAM SCORES--50% TEST SCORES--50% (10% EACH TEST)

MTG #	LECTURE TOPICS	CHAPTER	PROGRAMMING ASSIGNMENTS
1	SYSTEM COMMANDS LEGAL DATA TYPES: NUMERIC CONSTANTS STRING CONSTANTS LEGAL VARIABLE TYPES: REAL VARIABLES STRING VARIABLES INTEGER VARIABLES (OPTIONAL) LEGAL ARITHMETIC OPERATION SYMBOLS: +, -, *, /, ** or ^ LEGAL COMPARISON SYMBOLS: =, <, >, <=, >=, <>	1	ENTER SAMPLE PROGRAM TO GAIN FAMILIARITY WITH SYSTEM COMMANDS.
2	BASIC STATEMENTS: READ/DATA INPUT PRINT--COMMAS SEMICOLONS TAB FUNCTION REM GOTO (OPTIONAL)	2	RUN, DEBUG, AND PRINT SAMPLE PROGRAM; TURN IN SOURCE LISTING AND OUTPUT.
3	DECISION STRUCTURES IF-THEN-ELSE LOOP STRUCTURES * PRINCIPLES OF PROGRAM DEVELOPMENT: PROBLEM ANALYSIS PROGRAM DESIGN--FLOWCHART OR PSEUDOCODE TRANSLATION INTO BASIC LANGUAGE TESTING AND DEBUGGING DOCUMENTATION * -- USE PROBLEM #1, p. 2.34 AS AN EXAMPLE	2	ASSIGN p. 2.35 #2 & p. 2.37 #7--DUE BY END OF MTG #6.
4	REVIEW ABOVE CONCEPTS USING PROBLEM #6, p. 2.37, AS AN EXAMPLE.	2	WORK ON PROGRAMS.
5	NO LECTURE--TEST OVER CHAPTERS 1 & 2		WORK ON PROGRAMS.
6	MORE BASIC STATEMENTS: LET--COUNTERS ACCUMULATORS PRINT USING FORMATTED OUTPUT--PRINTER SPACING CHART	3	p. 2.35 #2 AND p. 2.37 #7 DUE TODAY. ASSIGN p. 3.39 #1 AND p. 3.40 #2--DUE BY END OF MTG #9.
7	DECISION STRUCTURES	4	WORK ON PROGRAMS.
8	MORE ON DECISION STRUCTURES: NESTED IF-THEN-ELSE COMPOUND IF-THEN-ELSE	5	ASSIGN p. 4.27 #1 AND p. 5.36 #1--DUE BY END OF MTG #12.
9	REVIEW OF DECISION STRUCTURES AND		p. 3.39 #1 & p. 3.40 #1

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	FORMATTED OUTPUT.		DUE TODAY.
10	NO LECTURE--TEST OVER CHAPTERS 3, 4 & 5		WORK ON PROGRAMS.
11	ARRAYS FOR-NEXT LOOPS	6 & 7 *	WORK ON PROGRAMS.
12	INTERACTIVE PROGRAMMING	6 & 7 *	p. 4.27 #1 AND p. 5.36 #1 DUE TODAY.
13	LINEAR SEARCH INT FUNCTION ROUNDING OFF NUMBERS	6 & 7 *	ASSIGN p. 7.40 #2--DUE BY END OF MTG #15. MODIFY PRICES TO $14.69, ETC, AND INCLUDE 5% SALES TAX IN AMOUNT.
14	REVIEW OF CHAPTERS 6 & 7.		WORK ON PROGRAM.
*--CHAPTER 7.1-7.19			
15	NO LECTURE--TEST OVER CHAPTERS 6 & 7. *		p. 7.40 #2 DUE TODAY.
16	SELECTION EXCHANGE SORT BINARY SEARCH BUBBLE SORT (OPTIONAL)	7	ASSIGN p. 7.41 #3--DUE BY END OF MTG #19. DATA MUST BE UNSORTED WHEN ENTERED, THEN SORTED BY STATE; THEN BINARY SEARCH MUST BE USED.
17	MORE ON MTG #16 CONTENTS	7	WORK ON PROGRAM.
18	TABLES	7	WORK ON PROGRAM.
19	MORE ON TABLES	7	p. 7.41 #3 DUE TODAY. ASSIGN INVENTORY PROGRAM USING TABLE WITH ROWS REPRESENTING PRODUCTS SOLD, COLUMNS, DAYS OF THE WEEK, AND TABLE ENTRIES, QTY SOLD. DUE BY END OF MTG #22.
20	SUBROUTINES SUBPROGRAMS MENUS	8	WORK ON PROGRAM.
21	MORE ON MTG #20 CONTENTS	8	ASSIGN p. 8.58 #1--DUE BY END OF MTG #25.
22	STRING PROCESSING	9	INVENTORY PROGRAM DUE TODAY.
23	MORE ON STRING PROCESSING	9	ASSIGN p. 9.59 #2--DUE BY END OF MTG #27.
24	NO LECTURE--TEST OVER CHAPTERS 7, 8 & 9		WORK ON PROGRAMS.
25	LOADING AND READING SEQUENTIAL DATA FILES	10	p. 8.58 #1 DUE TODAY.
26	UPDATING SEQUENTIAL DATA FILES	10	ASSIGN p. 10.14 #1--DUE BY END OF MTG #30. INCLUDE THE OPTION OF UPDATING THE QTY RECEIVED

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			OR SCLI.
27	LOADING AND READING RELATIVE DATA FILES	10	p. 9.59 #2 DUE TODAY.
28	UPDATING RELATIVE DATA FILES	10	WORK ON PROGRAM.
29	REVIEW OF DATA FILES	10	WORK ON PROGRAM.
30	NO LECTURE--TEST OVER CHAPTER 10		p. 10.14 #1 DUE TODAY.

Lee A. Cochard

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APPENDIX - D

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EDUCATION CENTER • 1200 SOUTH BARR STREET • FORT WAYNE, INDIANA 46802

CONTINUING EDUCATION
PHONE 219/425-7653

WORD PROCESSING FOR ADULT EDUCATION

OPERATING WORD PROCESSIG EQUIPMENT

1. BE FAMILIAR WITH THE PRINCIPAL FEATURES OF KEYBOARD DESIGN AND LAYOUT FOR WORD PROCESSING EQUIPMENT.

2. BE FAMILIAR WITH THE SPECIFIC FUNCTIONS AND COMMANDS USED FOR THE INPUTTING AND CORRECTING OF TEXT ON WORD PROCESSING SYSTEMS.

3. BE FAMILIAR WITH THE SPECIFIC FUNCTIONS AND COMMANDS USED FOR EDITING AND REVISION OF TEXT THAT HAS PREVIOUSLY BEEN ENTERED INTO A WORD PROCESSING SYSTEM.

4. BE FAMILIAR WITH THE SPECIFIC FUNCTIONS AND COMMANDS USED FOR UPDATING AND MANAGING TEXT FILES MAINTAINED WITHIN A WORD PROCESSING SYSTEM.

5. BE FAMILIAR WITH THE SPECIFIC FUNCTIONS AND COMMANDS USED FOR THE PRINTING OF DOCUMENTS BY A WORD PROCESSING SYSTEM.

USING WORD PROCESSING FUNCTIONS

1. SHOULD HAVE A WORKING KNOWLEDGE OF THE FUNCTIONS APPLIED FOR INPUTTING AND CORRECTING INFORMATION ENTRIES TO ANY WORD PROCESSING SYSTEM TO WHICH YOU ARE ASSIGNED.

2. BE ABLE TO APPLY THE FUNCTIONS NECESSARY TO INPUT AND CORRECT TEXT ENTRIES TO WHICH YOU ARE ASSIGNED.

REVISING AND EDITING FUNCTIONS

1. BE ABLE TO FOLLOW OR USE THE STANDARD EDITING MARKS USED ON TYPEWRITTEN OR HANDWRITTEN DOCUMENTS.

2. BE ABLE TO APPLY THE FUNCTIONS NECESSARY TO REVISE AND EDIT TEXT ON THE WORD PROCESSING SYSTEM TO WHICH YOU ARE ASSIGNED

3. GAIN PRACTICAL EXPERIENCE BY COMPLETING A NUMBER OF ASSIGNMENTS THAT INVOLVE INPUTTING, REVISING, AND EDITING TEXT.

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WORD PROCESSING OUTLINE

I. INTRODUCTION TO THE COMPUTER
   A. PROCESSING DATA ON A COMPUTER SYSTEM
   B. THE PROCESSOR UNIT
   C. INPUT TO THE COMPUTER SYSTEM
   D. OUTPUT FROM THE COMPUTER

II. INTRODUCTION TO THE VAX
   A. LOGGING ON
   B. LOGGING OFF

III. COMPUTERS IN GENERAL
   A. MICROCOMPUTERS
   B. MINICOMPUTERS
   C. MAINFRAME COMPUTERS

IV. INFORMATION PROCESSING
   A. WORD PROCESSING
   B. THOUGHT PROCESSING (COMMUNICATION)
   C. DATA PROCESSING
   D. REPROGRAPHICS

V. WORD PROCESSING CONCEPTS

   A. HISTORY OF WORD PROCESSING
      1. DEFINITION
      2. METHODS OF WORD PROCESSING
      3. FEATURES AND TYPES OF TEXT EDITORS
   B. WORD PROCESSING VOCABULARY
   C. WORD PROCESSING CYCLE
      1. INPUT
         a. LONGHAND
         b. SHORTHAND
         c. DICTATION
      2. OUTPUT
      3. REVISION
      4. DISTRIBUTION
      5. STORAGE
   D. WORD PROCESSING
      1. PEOPLE
      2. PROCEDURES
      3. EQUIPMENT
   E. MEDIA HANDLING AND STORAGE
      1. MAGNETIC MEDIA
         a. MAGNETIC TAPE
         b. MAGNETIC CARD
         c. FLOPPY DISKS
         d. HARD DISKS
      2. ELECTRONIC MEMORY
      3. SOFTWARE
   F. LOGGING AND MEASUREMENT PROCEDURES

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1. LINE COUNT OR BLOCK COUNT
2. LOGGING SHEETS

G. PROCEDURE MANUAL
H. CAREERS

V. HANDS ON EXPERIENCE

A. BASIC FUNCTIONS
1. INSERT AND DELETE SPACES
2. INSERT AND DELETE:
a. CHARACTERS
b. WORDS
c. LINES
d. SENTENCES
e. PARAGRAPHS
f. PAGES
3. FORMATTING
4. CENTERING
5. CUT AND PASTE
6. UNDERLINING
7. UPPERCASE & LOWERCASE
8. SEARCH AND REPLACE
9. ABBREVIATION LIBRARY
10. PARAGRAPH LIBRARY
11. PRINT MENU

B. TWO OR MORE PAGES OF A DOCUMENT
1. PAGINATION
2. HEADERS
3. FOOTERS
4. UNDERLINES
5. FOOTNOTES

C. LIST PROCESSING
1. LIST DOCUMENT
2. FORM DOCUMENT
3. SPECIFICATION DOCUMENT

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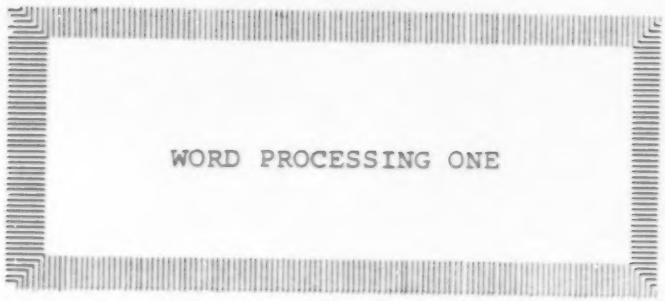
WORD PROCESSING ONE

REFERENCE BOOKS

FOR WORD PROCESSING ONE

1. Brown Notebook: Grammar Section (in the back)
2. Century 21 Typewriting
3. Reference Manual for Office Personnel
4. CTOS Word Processing Quick Reference Guide
5. 20,000 Words

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WORD PROCESSING

FOR ADULT EDUCATION

I. AN INTRODUCTION WORD PROCESSING

A. STUDENTS LEARN ABOUT THE GROWTH AND DEMANDS AND THE TEMRINOLOGY OF WORD PROCESSING

B. THEY LEARN THE DIFFERENCES BETWEEN SYSTEMS AND THE FUNCTIONS OF WORD PROCESSING EQUIPMENT

II. OPERATING WORD PROCESSING EQUIPMENT

A. BE FAMILIAR WITH THE PRINCIPAL FEATURES OF KEYBOARD DESIGN AND LAYOUT FOR WORD PROCESSING EQUIPMENT

B. BE FAMILIAR WITH THE SPECIFIC FUNCTIONS AND COMMANDS USED FOR THE INPUTTING AND CORRECTING OF TEXT ON WORD PROCESSING SYSTEMS

C. BE FAMILIAR WITH THE SPECIFIC FUNCTIONS AND COMMANDS USED FOR EDITING AND REVISOION OF TEXT THAT HAS PREVIOUSLY BEEN ENTERED INTO A WORD PROCESSING SYSTEM

D. BE FAMILIAR WITH THE SPECIFIC FUNCTIONS AND COMMANDS USED FOR UPDATING AND MANAGING TEXT FILES MAINTAINED WITHIN A WORD PROCESSING SYSTEM

E. BE FAMILIAR WITH THE SPECIFIC FUNCITONS AND COMMANDS USED FOR THE PRINTING OF DOCUMENTS BY A WORD PROCESSING SYSTEM

III. INPUTTING INFORMATION AND CORRECTING INFORMATION

A. STUDENTS WILL LEARN THE PROCEDURES, METHODS, AND FUNCTIONS OF THIS WORD PROCESSING SYSTEM IN ORDER TO BE ABLE TO UNDERSTAND AND OPERATE ANY EQUIPMENT

IV. USING WORD PROCESSING FUNCTIONS

A. SHOULD HAVE A WORKING KNOWLEDGE OF THE FUNCTIONS APPLIED FOR INPUTTING AND CORRECTING INFORMATION ENTRIES TO ANY WORD PROCESSING SYSTEM TO WHICH YOU ARE ASSIGNED.

B. BE ABLE TO APPLY THE FUNCTIONS NECESSARY TO INPUT AND CORRECT TEXT ENTRIES TO WHICH YOU ARE ASSIGNED

V. REVISING AND EDITING DOCUMENTS

A. WHILE THE STUDENT IS BUILDING AND IMPROVING ONE'S ABILITY TO INPUT INFORMATION, THE STUDENT WILL BE PROVIDED PRACTICE IN USING THE FUNCTION FOR REVISING AND EDITING INFORMATION

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REVISING AND EDITING FUNCTIONS

B. BE ABLE TO FOLLOW OR USE THE STANDARD EDITING MARKS USED ON TYPEWRITTEN OR HANDWRITTEN DOCUMENTS

C. BE ABLE TO APPLY THE FUNCTIONS NECESSARY TO REVISE AND EDIT TEXT ON THE WORD PROCESSING SYSTEM TO WHICH YOU ARE ASSIGNED

D. GAIN PRACTICAL EXPERIENCE BY COMPLETING A NUMBER OF ASSIGNMENTS THAT INVOLVE INPUTTING, REVISING, AND EDITING TEXT

VI. WORD PROCESSING: REPORTS, MANUSCRIPTS, AND OTHER DOCUMENTS

A. STUDENTS LEARN ABOUT AND PREPARE REPORTS, MANUSCRIPTS, PROPOSALS, MANUALS, SPECIFICATIONS, FINANCIAL STATEMENTS, AND LEGAL DOCUMENTS

JKG/CC
RVSOFF45

WORD PROCESSING OUTLINE

I. INTRODUCTION TO THE COMPUTER
   - A. PROCESSING DATA ON A COMPUTER SYSTEM
   - B. THE PROCESSOR UNIT
   - C. INPUT TO THE COMPUTER SYSTEM
   - D. OUTPUT FROM THE COMPUTER

II. INTRODUCTION TO THE VAX
   - A. LOGGING ON
   - B. LOGGING OFF

III. COMPUTERS IN GENERAL
   - A. MICROCOMPUTERS
   - B. MINICOMPUTERS
   - C. MAINFRAME COMPUTERS

IV. INFORMATION PROCESSING
   - A. WORD PROCESSING
   - B. THOUGHT PROCESSING (COMMUNICATION)
   - C. DATA PROCESSING
   - D. REPROGRAPHICS

IV. WORD PROCESSING CONCEPTS

   - A. HISTORY OF WORD PROCESSING
     1. DEFINITION
     2. METHODS OF WORD PROCESSING
     3. FEATURES AND TYPES OF TEXT EDITORS
   - B. WORD PROCESSING VOCABULARY
   - C. WORD PROCESSING CYCLE
     1. INPUT
        a. LONGHAND
        b. SHORTHAND
        c. DICTATION
     2. OUTPUT
     3. REVISION
     4. DISTRIBUTION
     5. STORAGE
   - D. WORD PROCESSING
     1. PEOPLE
     2. PROCEDURES
     3. EQUIPMENT
   - E. MEDIA HANDLING AND STORAGE
     1. MAGNETIC MEDIA
        a. MAGNETIC TAPE
        b. MAGNETIC CARD
        c. FLOPPY DISKS
        d. HARD DISKS
     2. ELECTRONIC MEMORY
     3. SOFTWARE
   - F. LOGGING AND MEASUREMENT PROCEDURES

1. LINE COUNT OR BLOCK COUNT
2. LOGGING SHEETS

G. PROCEDURE MANUAL
H. CAREERS

V. HANDS ON EXPERIENCE

A. BASIC FUNCTIONS
1. INSERT AND DELETE SPACES
2. INSERT AND DELETE:
a. CHARACTERS
b. WORDS
c. LINES
d. SENTENCES
e. PARAGRAPHS
f. PAGES
3. FORMATTING
4. CENTERING
5. CUT AND PASTE
6. UNDERLINING
7. UPPERCASE & LOWERCASE
8. SEARCH AND REPLACE
9. ABBREVIATION LIBRARY
10. PARAGRAPH LIBRARY
11. PRINT MENU

B. TWO OR MORE PAGES OF A DOCUMENT
1. PAGINATION
2. HEADERS
3. FOOTERS
4. UNDERLINES
5. FOOTNOTES

C. LIST PROCESSING
1. LIST DOCUMENT--DATA ENTRY
2. FORM DOCUMENT--WORD PROCESSING AND SOME PROGRAMMING
3. SPECIFICATION DOCUMENT--PROGRAMMING (IF THEN STATEMENT)

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LESSON ONE

WORD PROCESSING I

6:00-6:15	ASSIGN USERNAME
6:15-6:30	CHANGE PASSWORD SET (SPACE) PASSWORD<RET> OLD PASSWORD: (KEY IN OLD PASSWORD)<RET> NEW PASSWORD: (KEY IN NEW PASSWORD)<RET> VERIFY: (KEY IN NEW PASSWORD)<RET>
6:30-7:50	LECTURE ON WORD AND DATA PROCESSING (OUTLINE INCLUDED)
7:50-8:00	BREAK
8:00-8:50	INSTRUCTION ON CTOS PREPARED DOCUMENT

WORD PROCESSING

I. WORD PROCESSING

A. 3 ELEMENTS OF WP--OVERHEAD #1

1. PEOPLE--ONE-ON-ONE; NOW SEVERAL ORIGINATORS WORKING WITH 1 ADMINISTRATIVE SPECIALIST AND 1 CORRESPONDENCE SPECIALIST.

2. PROCEDURES--GENERAL TELEPHONE MANUAL
   a. A DEFINITION AND DISCUSSION OF TOTAL CONCEPT OF WORD PROCESSING
   b. A DETAILED DESCRIPTION OF THE COMPANY'S WORD PROCESSING SYSTEM
   c. DETAILED INSTRUCTIONS ON HOW TO SUBMIT WORK TO THE WORD PROCESSING DEPARTMENT
   d. FORMATS TO BE FOLLOWED FOR VARIOUS TYPES OF WORK HANDLED BY THE ORGANIZATION
   e. CAPABILITIES AND LIMITATIONS OF AUTOMATIC TYPEWRITERS,
   f. DETAILED INSTRUCTIONS ON HOW TO DICTATE INTO MACHINE DICTATION EQUIPMENT

3. EQUIPMENT--AUTOMATED EQUIPMENT (TEXT-EDITING TYPEWRITERS, HIGH-SPEED PRINTERS AND MANY OTHER AUTOMATED EQUIPMENT

B. WP DEVELOPED AS METHOD
1. TO CUT COSTS
2. TO IMPROVE EFFICIENCY

II. THE WORD PROCESSING CYCLE

A. 5 STAGES OF WP CYCLES--OVERHEAD 32

1. ORIGINATION--EXPRESSION BY WRITING, DICTATING TO SECRETARIES OR DICTATING TO MACHINE

2. PRODUCTION--RECORDING THEN ON PAPER

3. REPRODUCTION--MAKING COPIES

4. FILING--SYSTEMATIC WAY OF STORING IDEAS

5. DISTRIBUTION--TRANSMITTING THE IDEA

B. UTILIZATION OF A WP STRUCTURE

1. SHOULD IMPROVE THE FLOW OF WORK TO PROCESS AN IDEA FROM ITS CONCEPTION TO ITS FINAL FORM

2. SHOULD UTILIZE PERSONNEL MORE EFFICIENTLY

3. SHOULD REDUCE THE COST OF PROCESSING INFORMATION

III. ORIGINATION (1ST STAGE)--OVERHEAD #3 WP CYCLE

A. 3 METHODS USED TO COMMUNICATE IDEAS (USE OVERHEAD)
   1. LONGHAND
   2. SHORTHAND
   3. MACHINE DICTATION

B. DICTATION EQUIPMENT MAGNETIC MEDIA

   1. MEDIA--MATERIAL ON WHICH A RECORDING IS MADE WHEN A DICTATION IS USED

      EXAMPLES: STANDARD CASSETTES
      MINICASSETTES
      MAGNETIC DISCS
      MAGNETIC BELTS

C. MACHINE DICTATION EQUIPMENT--THE SUCCESS OF MACHINE RELIES UPON ORIGINATOR BEING TRAINED IN CORRECT PROCEDURES

   1. CENTRAL DICTATION UNITS
      a. LOCATED IN WP PROCESSONG CENTER
      b. ACCESSED THROUGH DIAL OR TOUCH TONE TELEPHONE

   2. DESK TOP UNITS
      a. UNITS CONTAIN OWN RECORDERS LOCATED ON ORIGINATOR'S DESK
      b. COMBINATION DICTATION/TRANSCRIPTION
      c. MUST DELIVER MEDIA TO TRANSCRIPTION

   3. PORTABLE UNITS
      a. DICTATION AWAY FROM THE OFFICE
      b. TRANSCRIBING OF DICTATION IN THE OFFICE

IV. PRODUCTION (OVERHEAD #4)

A. MEASUREMENT AND CONTROL
   1. PRODUCE TYPEWRITTEN MATERIAL MORE RAPIDLY AND AT A LOWER COST

   2. COMPANIES ARE INTERESTED IN HOW WORD PROCESSING EQUIPMENT EFFECTS TYPING TIME, PRODUCTION, QUALITY, AND TURNAROUND TIME
      a. WORK STANDARDS--LINE COUNT
      b. TURNAROUND TIME--THE TIME IT TAKES ONCE A DOCUMENT ENTERS WP CENTER UNTIL IT IS COMPLETED
      c. AIDS IN REDUCTION OF TIME
         (1) CARBONLESS FORMS--FORMS ON NCR PAPER ELIMINATED THE NEED OF HANDLING CARBON PAPER

(2) UNIT SETS--SNAP-APART FORMS WHICH COULD CONTAIN SEVERAL COPIES IN DIFFERENT COLORS

(3) CONTINUOUS FORMS--ASSEMBLED IN A CONTINUOUS ROLL FOR AUTOMATIC FEEDING INTO TYPEWRITER OR PRINTER WHICH MAY BE TORN APART TO ELIMINATE HANDLING COPIES OF REPETITIVE FORMS

V. AUTOMATED TEXT-EDITING TYPEWRITER CAN TYPE REPETITIVE DOCUMENTS, MAKE REVISIONS, TYPE FASTER, EASIER, AND MORE ACCURATELY.

A. RECORDING DEVICE--OVERHEAD #5
1. MAGNETIC CARDS
2. FLOPPY DISCS
3. TAPE CARTRIDGES
4. CASSETTES

B. PRINTING DEVICES--DAISY WHEEL

VI. OPTICAL CHARACTER RECOGNITION (OCR)

A. THE FOLLOWING ILLUSTRATES HOW AN OCR MACHINE IS USED IN WP
1. THE ORIGINATOR WRITES HIS IDEA IN LONGHAND, DICTATES TO A STENOGRAPHER, OR DICTATES TO A MACHINE
2. THE TYPIST PREPARES A DRAFT ON A TYPEWRITER WITH AN OCR ELEMENT OR PRINT WHEEL
3. CORRECTIONS CAN BE MADE IN LONGHAND ON THE DRAFT
4. OCR SCANS THE TYPEWRITTEN MATERIAL AND STORES IT IN THE SYSTEM
5. THE TYPIST MAKES THE HANDWRITTEN REVISIONS ON A TEXT-EDITING TYPEWRITER
6. REVISED AND EDITED COPY IS PRINTED

B. OCR EQUIPMENT REDUCES TURNAROUND TIME

VII. OUTPUT EQUIPMENT--#7

A. STAND-ALONE TEXT-EDITING WP EQUIPMENT
1. RECORDS TYPIST'S KEYSTROKES ON MAGNETIC MEDIA OR CORE MEMORY SYSTEM WHICH MEANS ONLY CHANGES OR ERRORS WILL NEED TO BE TYPED AFTER DOCUMENT HAS BEEN PROOFREAD AND REVISED. DOCUMENT CAN NOW BE PRINTED.

2. MAYBE NON-DISPLAY, LINE DISPLAY, OR DISPLAY UNIT

B. COMPUTER WP PRODUCTION EQUIPMENT

1. THREE CATEGORIES OF COMPUTER WP EQUIPMENT
   a. MINICOMPUTER SYSTEMS
   b. SHARED LOGIC SYSTEMS
   c. TIME-SHARING SYSTEMS

2. MINICOMPUTER SYSTEMS--OPERATES WITH LARGE-SCALE COMPUTER ABLE TO SEND INFORMATION OVER TELEPHONE LINES.

3. SHARED LOGIC SYSTEMS
   a. DUPLICATES WHAT MINICOMPUTER DOES.
   b. SEVERAL TERMINALS SHARE MEMORY AND LOGIC OF A SINGLE MINICOMPUTER AND CAN SUPPORT OTHER DEVICES.

VIII. REPRODUCTION/REPROGRAPHICS (COMPUTERIZED PHOTOTYPESETTING) OVERHEAD #8

A. CARBON PROCESS--1-5 COPIES
B. HIGH-SPEED COPIERS--PHOTOCOPYING
C. DUPLICATORS
   1. FLUID AND STENCIL--DISAPPEARING
   2. OFFSET
   3. PHOTOSETTING

IX. FILING/MICROGRAPHICS (4TH STAGE)

A. TRADITIONAL FILES--VERTICAL FILING CABINETS
B. AUTOMATED FILING SYSTEM--THIS SYSTEM CAN STORE DOCUMENTS IN COMPUTER TYPE DISCS AND MAGNETIC TAPES.

1. AUTOMATIC KEYBOARD
2. CAN CREATE
3. STORE
4. RETRIEVE
5. CHANGE
6. COMMUNICATE

7. DELETE
8. ALL RECORDS

C. MICROGRAPHICS--THE FILING SYSTEM OF TOMORROW WHICH IS REALLY TODAY--OVERHEAD #9.

1. THE MOST COMMON MICROFORMS ARE:

   a. ROLL FILM (USED FOR LOW-REFERENCED MATERIAL)
   b. APERTURE CARDS (USED FOR DOCUMENTS THAT NEED TO BE HANDLED INDIVIDUALLY)

c. MICROFILM JACKETS (HOLD SEVERAL MICROFILMS IN A JACKET WHICH MAKES IT EASY TO INSERT INDIVIDUAL FRAMES OR TO ELIMINATE AND UPDATE FRAMES).
d. MICROFICHE 9 (A SHEET OF FILM WHICH MAY CONTAIN SEVERAL EXPOSURES; USED FOR MATERIALS WHICH MUST BE REFERENCED FREQUENTLY AND DISTRIBUTED WIDELY)

2. THE EQUIPMENT USED IS QUITE EXPENSIVE

X. DISTRIBUTION/COMMUNICATION 95TH STAGE

A. OLD METHODS USED
1. U. S. POSTAL SERVICE
2. INTEROFFICE
3. INTERCOMPANY

B. NEW METHODS--SENDING TYEWRITTEN MESSAGES OVER TELEPHONE LINES (OVERHEAD #10)
1. FACSIMILE--CAN COMMUNICATE ANY PRINTED MATTER
a. TYPEWRITTEN DOCUMENTS, PHOTOGRAPHS, MAPS (THROUGH ELECTRONIC PULSES OVER NORMAL TELEPHONE LINES)
b. TRANSMITTED AT THE RAE OF ONE PAGE EVERY TWO TO SIX MINUTES

2. TELETYPEWRITERS--TELEX AND TWX
a. RESEMBLE TYPEWRITERS BUT HAVE A TELEPHONE DIAL ATTACHED
b. TELEX CAN TRANSMIT TYPEWRITTEN MATERIAL AT THE RATE OF ABOUT 66 WORDS PER MINUTE
c. TWX--TRANSMIT AT 100 WORDS PER MINUTE

3. MAILGRAMS--TO SEND AN ELCTRONIC LETTER TO A RECIPENT WHO IS NOT ON THE TELEX/TWX CIRCUIT
a. PROCESSED BY WESTERN UNION
b. THIS DONE THROUGH THE USE OF COMPUTERS AND U. S. POSTAL SERVICE

4. COMMUNICATING WP EQUIPMENT--TIME-SHARING AND SHARED-LOGIC COMPUTER PROCESSING SYSTEMS
   a. EXAMPLE: KEYBOARD DOCUMENT HERE AND THEN SEND IT ACROSS THE LINES TO BE PRINTED OUT AT ONE OF THE LOCAL HIGH SCHOOL
5. SATELLITE COMMUNICATIONS--BEAMS A MESSAGE FROM A CITY ON EARTH TO A SATELLITE APPOXIMATELY 23,000 MILES IN SPACE WHICH BEAMS THE MESSAGE BACK TO ITS DESTINATION

WORD PROCESSING

I. WORD PROCESSING

A. THREE ELEMENTS OF WP

1.

2.

3.

B. WP DEVELOPED BECAUSE

1.

2.

II. THE WORD PROCESSING CYCLE

A. FIVE STATES OF WP CYCLE

1.

2.

3.

4.

5.

B. UTILIZATION OF WP STRUCTURE

1.

2.

3.

III. ORIGINATION (1ST STAGE)

A. 3 METHODS USED TO COMMUNICATE IDEAS

1.

2.

3.

B. DICTATION EQUIPMENT MAGNETIC MEDIA (GIVE 3 EXAMPLES)

1. MEDIA--

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C. MACHINE DICTATION EQUIPMENT

1.

2.

3.

IV. PRODUCTION

A. MEASUREMENT AND CONTROL

1.

2. COMPANIES ARE INTERESTED IN HOW WORD PROCESSING EQUIPMENT EFFECTS TYPING TIME, PRODUCTIVE, QUALITY, AND TURNAROUND TIME.

(A) WORK STANDARDS

(B) TURNAROUND TIME

VII. OUTPUT EQUIPMENT

A. STAND-ALONE

1.

2.

B. COMPUTER WP PRODUCTION EQUIPMENT

1. THREE CATEGOREIES OF COMPUTER WP EQUIPMENT

(A)

(B)

(C)

2. MINICOMPUTER SYSTEMS--

3. SHARED LOGIC SYSTEMS

VIII. REPRODUCTION/REPROGRAPHICS

A. CARBON PROCESS

B. HIGH-SPEED COPIERS

C. DUPLICATORS

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IX. FILING/MICROGRAPHICS

A. TRADITIONAL

B. AUTOMATED FILING SYSTEM

1. 5.

2. 6.

3. 7.

4. 8.

C. MICROGRAPHICS--

1. THE MOST COMMON MICROFORMS

(A)

(B)

(C)

X. DISTRIBUTION/COMMUNICATION

A. FACSIMILE

B. TELETYPEWRITERS

C. MAILGRAMS

D. COMMUNICATING WP EQUIPMENT

E. SATELLITE COMMUNICATION

JKG/bpf
RVSOFF45

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DATA PROCESSING
OUTLINE

UNIT I: THE COMPUTER

I. DATA PROCESSOR

II. TWO MAIN TYPES OF COMPUTERS

A. DIGITAL

B. ANALOG

UNIT II: DATA FLOW

I. HOW TO MANIPULATE DATA

II. THREE MAJOR AREAS

A.

B.

C.

UNIT III: BASIC DATA STRUCTURES

I. FILE

II. RECORD

III. FIELD

UNIT IV: MEDIA/DEVICES/EQUIPMENT

I. DATA PROCESSING

II. THREE MAJOR CHARACTERISTICS OF A SYSTEM

A.

B.

C.

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III. PROCESS STARTED AS FOLLOWS:

A.

B.

C.

IV. OTHER NOTES

UNIT V: STORAGE/PRINTER DEVICES

I. MAGNETIC DISK STORAGE

II. CHARACTERISTICS OF DISK

UNIT VI: COMPUTER ARITHMETIC

I. TWO STATES OR CONDITIONS

A.

B.

II. PULSES

JKG/lm
RVSOFF45

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The first screen of the Main Menu is displayed. By depressing RETURN, other screens can be viewed.

To CREATE a new document, depress C followed by a RETURN. The prompt on the next screen asks for you to give it a name. Let's call this Letter 1 and press RETURN.

You are at the TOP OF THE DOCUMENT. Now you see that the system has assiged a number to this document, and any time later you can call this document back by either the name or the number. Now you will want to set margins and tabs. To do this, depress Gold RULER and you are now in the ruler-setting mode.

RULER SETTINGS

L	Left margin, single spacing	↑	Right-aligned tab stop
H	Left margin, 1/2 line spacing	.	Decimal-aligned tab stop
B	Left margin, single spacing	v	Center point
C	Left margin, 1 1/2 line spacing	R	Right margin, ragged
D	Left margin, 2 line spacing	S	Right margin, semi-justified
E	Left margin, 2 1/2 line spacing	J	Right margin, fully justified
F	Left margin, 3 line spacing	-	Remove ruler setting
W	Word wrap margin	=	Restore original setting
T	Tab stop	0-9	Recall stored ruler
		Shift 0-9	Store ruler definition

SETTING/CHANGING A RULER

To move quickly through the ruler, the TAB key responds in increments of 10 spaces in either the BACKUP or ADVANCE mode. The tabs must be removed individually by the user when changing their settings. After placing the cursor at the tab to be removed, depress the Hyphen key.

As you set a new left or right margin, the old one will disappear automatically. It is not necessary to use the Hyphen key to remove left and right margins.

For Letter 1, let's set our left margin "L" at "0" and our right margin "S" at "70". Because we will use this ruler setting most often, we will store this ruler in our system. Up to 10 rulers can be stored by each user. To store a ruler, press "Shift" along with a number. Let's make this ruler the system ruler, which is "0". All other frequently used rulers can be stored by assigning remaining numbers 1 through 9. Any number of rulers may be used within a document.

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Retrieving a Ruler

To retrieve stored rulers either of the following two methods can be used:

Gold 3 Ruler = Displays Ruler 3 for use in the document and text following inserted ruler will conform to new ruler.
Gold Ruler 3 = Displays Ruler 3 in ruler-setting mode

The system wordwraps to the left margin. If there is a "W" in the ruler as well as a left margin, the "W" takes precedence. After a RETURN it wordwraps to the left margin.

```
L---W-------------------------------------------------------------J
```

1. Now is the time for all good men to come to the aid of their party. Now is the time for all good men to come to the aid of their party. (Press RETURN)
2. Now is the time for all good men to come to the aid of their party.

The following settings will allow for indented paragraphs by wordwrapping to the "W".

```
W---L-------------------------------------------------------------J
```

Now is the time for all good men to come to the aid of their party. Now is the time for all good men to come to the aid of their party. (Press RETURN)

Now is the time for all good men to come to the aid of their party.

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INSTRUCTIONS ON CTOS

I. LOGGING IN

USERNAME: (TYPE IN YOUR USERNAME)<RET>
PASSWORD: (TYPE IN YOUR PASSWORD)<RET>

WELCOME TO VAX/VMS VERSION V3.1
HELLO
HELLO
$(TYPE IN CTOS)<RET>

II. MENU DRIVEN

THE FIRST SCREEN OF THE MAIN MENU IS DISPLAYED. BY DEPRESSING RETURN, OTHER SCREENS CAN BE VIEWED. (THERE ARE THREE SCREENS)

III. BASIC OPERATIONS: CREATING DOCUMENTS

A. TO CREATE A NEW DOCUMENT, DEPRESS C FOLLOWED BY A RETURN. THE PROMPT ON THE NEXT SCREEN ASKS FOR YOU TO GIVE DOCUMENT A NAME AND THEN <RET>.

1. NAMING DOCUMNENT

Naming Documents

- Name the document as you create it. Choose a name that is 50 characters or fewer in length.
- Start the name with a letter. Other characters can be included after that. You may begin a name with a number as long as it is followed by a letter(s), a space, or a space and a letter(s).
- Make the name unique — different from the name of any other document on the same diskette.
- Do not use the same first words to name different documents.

Typing Document Names

- Use either uppercase or lowercase letters.
- You can use spaces between words.
- Do not use angle brackets.

Using Document Names

When selecting a document for a particular function, you may use the document number or the unique document name.

- The system will read only the first six characters of a document name if you type in a string of characters. If you have documents starting with the same characters, you must type out the complete name to identify the correct document.

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B. TOP OF DOCUMENT--NOW YOU SEE THAT THE SYSTEM HAS ASSIGNED A NUMBER TO THIS DOCUMENT, AND ANY TIME LATER YOU CAN CALL THIS DOCUMENT BACK BY EITHER THE NAME OR THE NUMBER.

C. RULER SETTING MODE

1. RULERS--CTOS HAS BOTH REGULAR AND WIDE RULERS. REGULAR RULERS CONTAIN UP TO 79 CHARACTER POSITIONS; WIDE RULERS CONTAIN UP TO 127 CHARACTER POSITIONS.

2. MOVE CURSOR WITHIN RULER

   a. ADVANCE: KEY MOVES CURSOR ONE CHARACTER POSITION TO RIGHT
   b. BACKUP: KEY MOVES CURSOR ONE CHARACTER POSITION TO LEFT
   c. WORD: KEY MOVES CURSOR TO THE NEXT SETTING, DEPENDING IF ADVANCE OR BACKUP IS USED.
   d. LINE: KEY MOVES CURSOR TO BEGINNING OR END OF RULER, DEPENDING ON WHETHER ADVANCE OR BACKUP IS USED
   e. TAB: KEY MOVES CURSOR EVERY 10 SPACES, DEPENDING ON WHETHER ADVANCE OR BACKUP IS USED.

3. SETTING A RULER
   a. GOLD RULER TO DISPLAY THE CURRENT RULER
   b. LETTER #1
      (1) SET LEFT MARGIN AT "0"
      (2) RIGHT MARGIN AT "70"
      (3) STORE THIS RULER
          PRESS SHIFT 0
      (4) PRESS <RET>
   c. TO REMOVE A SETTING--MOVE CURSOR TO THE SETTING AND PRESS THE "-" (HYPHEN KEY)
   d. RIGHT MARGIN SETTINGS
      (1) R=RAGGED RIGHT MARGIN
      (2) J=RIGHT JUSTIFIED TEXT
      (3) S=SEMIJUSTIFIED

D. RESUME CREATING A DOCUMENT

1. PRESS RETURN TO EMBED THE NEW RULER IN THE DOCUMENT
2. LIMITS: 20 SETTINGS MAXIMUM IN OR WIDE RULER (79 COLUMNS OR CHARACTER POSITIONS MAXIMUM) FOR PRINTING ON PAPER UP TO 8 1/2 INCHES.

E. KEY IN: "TODAY IS A GREAT DAY."<RET>

1. GOLD FILE (PF1 F)
2. BACK AT MAIN MENU
3. SELECT I (INDEX)<RET> IS THIS DOCUMENT LISTED IN INDEX? THEN SELECT GOLD M--TO RETURN TO MAIN MENU

.V. EDITING A DOCUMENT

A. TO EDIT OR GET INTO AN EXISTING DOCUMENT, USE THE E OPTION ON THE MAIN MENU

1. E<RET>

2. NAME DOCUMENT<RET>

B. TOP OF DOCUMENT--GOLD FILE
   1. BACK AT MAIN MENU
   2. SELECT D<RET> (DELETE THIS DOCUMENT)
   3. NAME THE DOCUMENT TO BE DELETED<RET>
   4. THEN TYPE YES<RET>

C. MAIN MENU
   1. SELECT I<RET> (TO SEE IF DOCUMENT WAS DELETED)
   2. GOLD MENU<RET>--TAKES YOU BACK TO MAIN MENU

V. WORDWRAPPING

THE SYSTEM WORDWRAPS TO THE LEFT MARGIN. IF THERE IS A "W" IN THE RULER AS WELL AS A LEFT MARGIN, THE "W" TAKES PRECEDENCE. AFTER A RETURN IT WORDWRAPS TO THE LEFT MARGIN.

EXAMPLE: W L S (PARAGRAPHS)
L W S (ENUMERATED ITEMS)

VI. COPYING OPERATIONS--TO MAKE A COPY OF PART OF A DOCUMENT OR AN ENTIRE DOCUMENT WHILE CREATING OR EDITING ANOTHER DOCUMENT:

A. C<RET>

B. ONE<RET>

C. POSITION THE CURSOR AT THE POINT IN THE CURRENT DOCUMENT WHERE YOU WANT TO ADD TEXT.

D. PRESS GOLD GET DOCUMENT (PF1G)

E. TYPE THE NUMBER OF THE DOCUMENT YOU WANT TO COPY AND PRESS RETURN

[320,000]1<RET>

TRANSFER INITIATED:

VII. BASIC OPERATIONS: EDITING DOCUMENTS:

A. MOVING THROUGH A DOCUMENT
   1. TO MOVE A FEW CHARACTER POSITIONS:
      PRESS ADVANCE OR BACK UP UNTIL THE CURSOR IS WHERE YOU WANT IT.
   2. TO MOVE A LONGER DISTANCE:
      PRESS ADVANCE OR BACKUP AND THEN PRESS ONE OR MORE DISTANCE KEYS FROM THE KEYPAD:
      WORD--4
      SENTENCE--7
      PAGE--PF2
      TAB POSITION--8
      PARAGRAPH--5
      LINE--2
   3. GOLD TOP--PF1T

4. GOLD BOTTOM--PF1B

LETTER 1--MR. DONALD SIMPSON

A. READ THROUGH COMMANDS FOR LETTER 1
B. PULL IN LETTER 1 FROM [320,000]1
C. READ PARAGRAPH BY PARAGRAPH EXECUTING THE INSTRUCTIONS GIVEN IN THE LETTER
D. STEPS FOR LETTER 1
   1. GOLD T (BECAUSE YOU ARE AT BOTTOM OF LETTER WHEN IT IS COPIED INTO YOUR DOCUMENT)

   2. EDIT KEYPAD--#2-LINE
      DEPRESS THE #2 KEY (12 TIMES)

      (CURSOR IS FLASHING ON THE "O" IN OUR.--THE FIRST PARAGRAPH)

   3. DEPRESS THE PARAGRAPH KEY #5
      (CURSOR FLASHING ON "T"--THE SECOND PARARGRAPH)
      *READ PARAGRAPH 1 TO STUDENTS

   4. DEPRESS PARAGRAPH KEY #5
      (CURSOR FLASHING ON "O" IN ON--THE THIRD PARAGRAPH)
      *READ PARAGRAPH 2

   5. DEPRESS PARAGRAPH KEY #5
      (CURSOR FLASHING ON "C" IN CTOS--THE FOURTH PARAGRAPH)
      *READ PARAGRAPH 3

   6. DEPRESS PARAGRAPH KEY #5
      (CURSOR FLASHING ON "O" IN ONE--THE FIFTH PARAGRAPH)
      *READ PARAGRAPH 4
            DELETE KEY--RUB CHARACTER & LINE (GOLD)
            LF--RUB WORD & SENTENCE (GOLD)
            DELETE ARROW DOWN

   7. DEPRESS PARAGRAPH KEY #5
      (CURSOR FLASHING ON "I" IN IF--THE SIXITH PARAGRAPH)
      *READ PARAGRAPH 5
       a. BACKUP, LINE, SENTENCE, ADVANCE
            1, 2, 7, 0 (CURSOR ON Y IN WYH)
       b. DEPRESS SWAP KEY--PF3

   8. DEPRESS PARAGRAPH KEY #5 THREE TIMES
      (CURSOR FLASHING ON "N" IN NOW--THE EIGHTH PARAGRAPH)
      *READ PARAGRAPH 6 AND 7
       a. PLACE CURSOR BEHIND THE EXCLAMATION MARK: "TRY IT!"
            (PARAGRAPH 6)
       b. DEPRESS BACKUP (1), PARAGRAPH (5), PARAGRAPH (5), ADVANCE (0), LINE (2)
       c. CURSOR NOW FLASHING ON "C" IN CORRECT--THE FIFTH PARAGRAPH
       d. STEPS IN DELETING CORRECT
            (1) DEPRESS DELETE (ARROW DOWN)--TAKE THE CHARACTER OUT--"C"
            (2) DEPRESS WORD--ON EDIT KEY PAD (#4)

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(DELETE THE REST OF THE WORD)
(3) NOW PRESS GOLD DELETE (ARROW DOWN)
-LAST SECTION OF WORD RETRIEVED
-THEN BACKUP, WORD (1, 4)
-TYPE C RIGHT OVER THE "O"
(4) AGAIN DO STEPS 1 AND 2
(5) THIS TIME, KEY IN THE WORD "CHANGE" THEN SPACE ONCE AFTER

9. DEPRESS PARAGRAPH KEY 5 TIMES
(CURSOR FLASHING ON "A" IN ANOTHER--THE TENTH PARAGRAPH)
*READ PARAGRAPH 9

10. DEPRESS PARAGRAPH KEY 2 TIMES
*READ PARAGRAPH 10 & 11

11. DEPRESS PARAGRAPH KEY 3 TIMES
*READ THE REST OF THE LETTER
GOLD FILE LETTER

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COMMANDS USED IN LETTER 1

RUB CHAR	Removes the character immediately before the cursor from the document.
RUB WORD	Removes the word immediately before the cursor from the document.
Gold RUB LINE	Removes the line immediately before the cursor from the document. If the cursor is at the beginning of the line, the previous line will be removed.
Gold RUB SENT	Removes the sentence immediately before the cursor from the document.
TOP DOCMT	Positions the cursor at the beginning of the document.
BOT DOCMT	Positions the cursor at the end of the document.
RETURN	Ends the current line and starts a new one. Additional RETURNs can be used to enter blank lines. This is used for paragraphs that are not indented.
Gold PARA MARKER	Ends the current line and starts a new one. Marks the end of a paragraph for the PARA key.
Gold RULER	Allows the current ruler setting to be changed. All text following the ruler will correspond to the new setting. By advancing the cursor beyond 80, the characters will reduce to display 132 columns across.
SWAP	SWAP transposes the character at the cursor with the character immediately after the cursor.
RED DELETe	DELETe mode is set. Removes the character at the cursor from the document and continues in the advance mode when used with other grammatical keys.
Gold RED DELETe	Restores the last portion of text deleted with the DELETe or RUB keys or with any of the grammatical keys.
Gold FILE DOCMT	Saves document for future use after creating or editing.

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August 26, 1982

Mr. Donald Simpson
Automated Systems Limited
3456 Main Street
Los Angeles, CA 90045

Dear Mr. Simpson: Lee

1 Our Office System provides automatic wordwrapping which means that as you type you will not have to use the RETURN key when you come to the end of a line. What a timesaver! Depress RETURN twice to end this paragraph and to leave a blank line. <ret> <ret>

2 The flashing square or line that you see in front of any typed information is called a cursor. It tells you where you are in memory at any given time. In order to move the cursor back through memory to a word in a previous paragraph you would use the Edit Keypad on the right-hand side of the keyboard.

3 On this Edit Keypad, the ADVANCE and BACKUP keys allow you to move forward or backward through a document. Once in either mode, pressing the line, word, sentence, etc., keys will move you either forward or backward by a word, line, sentence, etc., depending on what grammatical entity you use.

4 CT*OS also allows you to correct all typing errors on the screen before you send the document to print. Errors can be corrected as they are typed by pressing the RUB key, deleting a character, word, or sentence at a time.

5 One of the most common typographical errors is transposition. To correct it all you have to do is backup to the first letter in the transposition and then press the SWAP key. Why don't you try that right now! why?

6 If you wished to replace the word "correct" in the second line of the previous paragraph, how would you move the cursor to enlist the fewest number of commands as possible? If you said "BACKUP PARA PARA ADVANCE LINE" or "BACKUP PARA LINE LINE LINE LINE", you would be right! Try it!

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Now that you are there, let's delete the word "eórrect" and replace it with "change" by utilizing our RED DELETe key at the top right side of the main keyboard. This key deletes forward as opposed to the RUB keys that delete backwards. Depressing RED DELETe takes out one character but when followed by a grammatical character, deletes that entity. Now, backup by either method we discussed and depress RED DELETe WORD. First the "e" will be deleted and then "orrect".

Now that the entire word is deleted, press Gold RED DELETe. The last section to be deleted has been retrieved. The part before has been lost and will have to be inserted again. One reason that this DELETe key is in RED is to denote its dangerous capability. Remember, that only the last grammatical command that was DELETed will be retrieved. Depress RED DELETe WORD again and type in "change".

Note that the words "correct" and "change" are about the same size, but with CT*OS it is important to know that any inserted and/or deleted text will conform to the existing ruler.

Another fast way to move through a document is to use the Gold key along with "T" for Top of Document on the main keyboard. This will put you at the top of a document, no matter how long. To move quickly to the Bottom of the Document, press Gold "B" on the main keyboard.

Look at all you have learned! Let's finish this letter and file it away.

Sincerely,

Denise Devin
System Training

P. S. To properly file this document so that we can use it later, press Gold "F" for file document on the main keyboard.

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LESSON TWO

WORD PROCESSING I

6:00-7:00	REVIEW LOGGING ON AND OFF HOW TO ACCESS CTOS? CREATING A DOCUMENT EDITING A DOCUMENT
7:00-7:50	REVIEW NOTES AND INSTRUCTIONS ON CTOS (#111)
7:50-8:00	BREAK
8:00-8:50	KEY IN PARAGRAPH IN TYPING BOOK PAGE 38 22D RULER SETTINGS: W L S O (5 SPACES IN) 5 KEY IN BLACK PRINT FIRST GO BACK THROUGH AND CORRECT PARAGRAPHS WITH RED MARKS LEARN PROOFREADER'S MARKS IF TIME PERMITS, PAGE 46, 28C SAME PROCEDURE

*NOTE: PLACE PARAGRAPH'S IN SPECIAL ACCOUNTS AND THEN PULL THEM IN

LESSON THREE

WORD PROCESSING I

6:00-7:00	REVIEW LETTER 1 WHICH IS FOUND IN INSTRUCTION ON CTOS C NAME GOLD GET PRINT OUT [320,000]1<RET>
7:00-7:50	DO PARAGRAPH PAGE 94, 59C; KEY IN BLACK; THEN RED MARKS; PRINT OUT
7:50-8:00	BREAK
8:00-8:15	TEST: 1. LIST LOG ON PROCEDURES TO GET INTO CTOS 2. LIST LOG-OFF PROCEDURES FROM MAIN MENU IN CTOS 3. LIST THE THREE WAYS TO DELETE AND THE DIRECTION THEY DELETE.
8:15-8:50	INTRODUCE LETTER 2 C LETTER 2 GOLD GET [320,000]2<RET> * DO IT ON YOUR OWN-REVIEW ANYTHING YOU NEED HELP ON.

Thursday

WORD PROCESSING TEST

1. LIST LOG ON PROCEDURES TO GET INTO CICS.
   1.
   2.
   3.
2. LIST LOG-OFF PROCEDURES FROM MAIN MENU IN CICS:
   1.
   2.
3. LIST THE THREE WAYS TO DELETE AND THE DIRECTION THE KEY DELETES
   1.
   2.
   3.
4. LIST THE STEPS FOR CREATING A DOCUMENT (ALL COMPLETE STEPS)
   1.
   2.
   3.
   4.
5. HOW DO YOU CENTER A LINE
   1.
   2.
6. HOW DO YOU REMOVE A CENTER
   1.
   2.
7. GIVE THE COMMANDS TO CUT
   1.
   2.
   3.
   4.

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8. GIVE THE COMMANDS TO PASTE

   1.

   2.

9. LIST FOUR WAYS TO PAGINATE A DOCUMENT

   1.

   2.

   3.

   4.

10. DESCRIBE THE FOUR WAYS TO DIVIDE A DOCUMENT INTO PARTS

   1.

   2.

   3.

   4.

11. LIST THE STEPS ON HOW TO UNDERLINE TEXT AS CREATED

   1.

   2.

   3.

12. LIST HOW TO UNDERLINE A SENTENCE AFTER SENTENCE HAS BEEN KEYED IN

   1.

   2.

   3.

   4.

13. EXPLAIN COLD VIEW:

14. IN CUTTING, WHAT IS THE COMMAND TO RETAIN A COPY OF TEXT IN ITS ORIGINAL LOCATION AND ALSO MOVING IT TO A NEW LOCATION?

15. WHERE ELSE CAN YOU IN THE MAIN MENU TO FIND OUT WHAT HAS BEEN CREATED AND THE DOCUMENT NUMBER?

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INSTRUCTIONS ON CTOS
LETTER 2
JOHN ZIMMERMAN

INITIAL INSTRUCTIONS:

C TWO LETTER<RET>
GOLD GET
[320,000]2<RET>
TRANSFER INITIATED:
GOLD T

I. GO OVER SPECIAL COMMANDS FOR LETTER 2

II. MOVING THROUGH DOCUMENT

A. DEPRESS PARA KEY #5 (4 TIMES)
(CURSOR ON "C" IN CTOS)
*READ PARA #1

B. DEPRESS PARA KEY #5 (1 TIME)
(CURSOR FLASHING ON "B" IN BEFORE)
*READ PARA #2

C. DEPRESS PARA KEY #5 (1 TIME)
(CURSOR ON "A" IN AFTER)
*READ PARA #3

D. DEPRESS PARA KEY #5 (1 TIME)
(CURSOR FLASHING ON "I" IN IF)
*READ PARA #4

E. DEPRESS PARA KEY #5 (1 TIME)
(CURSOR FLASHING ON "B" IN BECAUSE)
*READ PARA #5

F. BACKUP SO CURSOR IS FLASHING BEHIND EXCLAMATION MARK IN PARA #4
(SENTENCE![]) COMMANDS: 1, 5, 1, & 1

COMMANDS:
SELECT KEY (.)
BACKUP (1 EDIT KEYPAD)
SENTENCE (7 EDIT KEYPAD)
UNDERLINE (9 EDIT KEYPAD)

RESULTS:
TRY IT WITH THIS SHORT SENTENCE!

GOLD VIEW--TO SEE THE UNDERLINING
TO GET OUT OF GOLD VIEW--DEPRESS RETURN KEY

G. DEPRESS PARA KEY #5 (3 TIMES)
(CURSOR FLASHING ON "B" IN BACKUP--PARA 7)
*READ PARA #5 & #6

H. DEPRESS PARA KEY #5 (1 TIME)
(CURSOR FLASHING ON "T" IN THERE)

COMMANDS: EDIT KEYPAD
BACKUP (1)
PARA (5)
LINE (2)
LINE (2)
LINE (2)
ADVANCE (0)
WORD (4)
UPPERCASE (3)
WORD (4)

RESULT:
FROM keyboard TO KEYBOARD

NOW PLACE CURSOR ON THE CAPITAL "E" IN KEYBOARD

COMMANDS: EDIT KEYPAD
PRESS GOLD UPPERCASE (PF1-3)

RESULT:
FROM KEYBOARD TO KeYBOARD

*NOTE: BEFORE CONTINUING, CHANGE MODE TO ADVANCE

I. DEPRESS PARA #5 (3 TIMES)
(CURSOR FLASHING ON "T" IN THE--PARA 9
*READ PARA 8

J. DEPRESS PARA #5 (4 TIMES)
(CURSOR FLASHING ON "B" BEFORE--PARA 13
*READ PARA 9, 10, 11, & 12

COMMANDS TO GET INTO POSITION FOR CUTTING: EDIT KEYPAD
BACKUP (1)
PARA (5)
BACKUP (1)
BACKUP (1)
(CURSOR FLASHING BEHIND THE PERIOD IN PARA 9)

COMMANDS FOR CUTTING:
1. SELECT (.)
2. BACKUP (1)
3. PARA (5)
4. CUT (ARROW TO THE RIGHT ON KEYBOARD)

RESULT:
THE PARA WILL BE CUT OUT AND PLACED IN PASTE BUFFER

K. PASTING

COMMANDS TO GET INTO POSITION FOR PASTING:

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1. GOLD T
2. PARA #5 (4 TIMES)
3. CURSOR FLASHING ON "C" IN CTOS--PARA 2

COMMANDS FOR PASTING:
1. DEPRESS THE PASTE KEY (THE ARROW TO THE LEFT)
2. YOU WILL HAVE TO HIT SPACE BAR TWICE TO SHOW THE END OF THE SENTENCE

L. GOLD CUT AND PASTE

DEPRESS PARA #5 (10 TIMES)
(CURSOR FLASHING ON "B" IN BEFORE--PARA 13
DEPRESS THE BACKUP (1) (2 TIMES)
(CURSOR FLASHING ON THE SPACE AFTER "B".--PARA 12)

COMMANDS FOR GOLD CUT:
1. SELECT (.)
2. BACKUP (1)
3. PARA (5)
4. GOLD CUT (ARROW TO THE RIGHT)

RESULT:
THE PARAGRAPH WILL STILL BE THERE; HOWEVER, YOU HAVE PLACED SAME PARAGRAPH IN PASTE BUFFER.

COMMANDS FOR PASTING:
1. DEPRESS RETURN (WILL TAKE YOU TO LEFT MARGIN)
2. DEPRESS PASTE (ARROW TO LEFT)

M. CENTERING

DEPRESS RETURN TWICE TO PUT YOU AT THE LEFT MARGIN
COMMANDS FOR CENTERING:
1. AT LEFT MARGIN KEY IN: WORD PROCESSING TRAINING
2. AFTER TYPING TRAINING DO THE FOLLOWING: GOLD C

N. FILE DOCUMENT

COMMANDS USED IN LETTER 2

Gold VIEW	Displays hidden characteristics. Special symbols are displayed below each line of the document. Each symbol corresponds to a hidden characteristic of the character above it.
CUT	All text between the select point and the current cursor position is removed from the document and stored for later retrieval.
Gold CUT	All text between the select point and the current cursor position is copied and placed in the Paste Buffer but remains in the document.
PASTE	Replaces the last text removed by the CUT command at the current cursor position.
Gold CENTR	Centers the current line between the left and right margins or at the center point, if specified.
UPPER CASE	UPPER CASE mode is set. Converts lower case letters to upper case.
Gold UPPER CASE	LOWER CASE mode is set. Converts upper case letters to lower case.
BOLD	BOLD mode is set. Marks the character at the cursor for bold printing.
Gold BOLD	BOLD-REMOVE mode is set. Removes bolding from the character at the cursor.
UNDERLINE	UNDERLINE mode is set. Marks the character at the cursor for underlined printing.
Gold UNDERLINE	UNDERLINE-REMOVE mode is set. Removes underlining from the character at the cursor.
SEL	SELect marks the beginning of a block of text for subsequent cutting, uppercasing, underlining, bolding, and super- and subscripting, in ADVANCE or BACKUP mode.
Gold SEL	Cancels a SELect request from any point in the document.

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LESSON EIGHT

WORD PROCESSING I

6:00-7:00	REVIEW ALL COMMANDS FOR TEST
7:00-7:30	TEST
7:30-7:50	GRAMMAR PAGE 8
7:50-8:00	BREAK
8:00-8:50	TIME SET ASIDE FOR ANY OUTSTANDING ASSIGNMENTS OR TESTS PAGE 106 66D AND PAGE 107 67C
	PRINT OUT BOTH PROBLEMS

LESSON NINE

WORD PROCESSING I

6:00-6:30 GRAMMAR PAGE 9 (COMPLETE AND TURN IN)

6:30-7:30 INTRODUCE THE FOLLOWING:

1. ABBREVIATION LIBRARY (SEE EXAMPLE FOLLOWING PAGE)
2. PARAGRAPH LIBRARY (")
3. SEARCH COMMANDS: USE LETTER 1 FOR THIS

7:30-7:50 PULL IN LETTER 1 [320,000]1

1. CHANGE RULER SETTINGS AS FOLLOWS:
   - A. L & R
   - B. L & S
   - C. L & J (PRINT A COUPLE OF THESE OUT)

7:50-8:00 BREAK

8:00-8:50 RULERS

- A. SAVING RULERS
  - (1) PRESS GOLD-RULER
  - (2) PUT IN THE RULER SETTINGS YOU WANT
  - (3) PRESS SHIFT AND A NUMBER KEY (0-9) SIMULTANEOUSLY.
  - (4) PRESS RETURN
- B. ACCESSING SAVED RULERS
  - (1) PRESS GOLD "NUMBER" RULER WHEN OUTSIDE RULER SETTING MODE
  - (2) ONLY NUMBER IS NECESSARY WHEN IN RULER SETTING MODE
- C. DELETING RULERS
  - (1) PRESS GOLD RULER
  - (2) TYPE SHIFT PLUS "-" KEY (HYPHEN KEY) AND RETURN

RECOVERING LOST DOCUMENT USE ACTIVITY 11 IN NEW MANUAL.

*ANY TIME LEFT: INTRODUCE: PAGE 112-69D PAGE BREAKS (4.)
HAVE STUDENTS REVIEW WHAT THEY HAVE JUST LEARNED.

We can continually add to this established abbreviation library. Once we finish with this document it must be filed just like any other document.

Although called a Paragraph Library, the text may actually consist of any number of paragraphs, even pages.

We will now create another document for the Paragraph Library. Let's prepare the following library:

CT*OS COMPU-TOME OFFICE SYSTEM is a powerful, screen oriented word processing system designed to work on the PDP-11 family of computers. It provides easy to use commands and menu-driven operation. You are invited to see a demonstration of this system at your earliest convenience.

Designating Libraries Before the user presses Gold ABBRV or Gold LIBRY, it is necessary that a document has previously been designated as the library document by using the AL or PL commands in the Main Menu.

Let's file this document and return to the Main Menu to identify document numbers for both libraries.

To retrieve text from the abbreviation library, position the cursor where you want the text inserted, and press Gold ABBRV, followed by the two letter identifier.

To retrieve text from the paragraph library, position the cursor where you want the text inserted, press Gold LIBRY, and enter the paragraph name asked for by the prompt, followed by a RETURN.

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COMMANDS FOR LIBRARIES

Gold ABBRV Enter a two letter abbreviation. That abbreviation is searched for in the abbreviation library. When located, all text associated with that abbreviation is inserted at the current cursor position.

Gold LIBRY The stored paragraph library is searched for in the specified stored paragraph. When located, the text associated with the specified paragraph is inserted at the current cursor position.

ABBREVIATION AND PARAGRAPH LIBRARIES

Stored abbreviation and paragraph library documents allow you to enter frequently used text into your documents with just a few keystrokes. There are only two differences between the two libraries. They differ from each other in the length of the unique name given to the frequently used text and the prompt received when calling either library.

Each section of text in a stored paragraph library is identified by a name of up to 50 characters.. Each section of text in a stored abbreviation library is identified by a name of only two characters.

Abbreviation documents are mainly used to hold small pieces of text that need to be accessed extremely fast and can be meaningfully identified with a two character name.

To set up an abbreviation library, a new document needs to be created and assigned the name, Abbreviation Library. We will identify the two character name by placing it inside double angle brackets . . Let's prepare the following library:

<<CT>>Compu-Tome Office System

CC
L----------T----------S

Sincerely,

COMPU-TOME, INC.

Denise Nevin
System Training

DN/ja

Enclosure

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ABBREVIATION LIBRARY

1. C GD<ret>
2. Key in: <<GD>>General Dynamics
3. Gold file
4. Select A1 from menu <ret>
5. It will ask is GD the document. If it is, just return.
6. C Abbreviation Library
7. Gold Abbrv (+)
8. Key the initials, GD without greater and lesser signs
9. At that time General Dynamics will appear.

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PARAGRAPH LIBRARY

1. C COPYRIGHT
2. Key in: <<Copyright>>The information in this document is subject to change without notice and should not be construed as a commitment by General Dynamics
3. Gold file
4. Select P1
5. It will ask if copyright is the document. If it is, just return.
6. C CP
7. Gold Libry
8. Key the the word, Copyright without greater and lesser signs
9. At that time The Paragraph will be brought in.

COMMANDS USED IN LETTER 3

Gold GET DOCMT	Inserts the specified document at the current cursor position.
SRCH	SEARCH for specified word or phrase. When located the cursor is positioned at the beginning of the phrase. Entry of the desired phrase can end with any of the following keys.
RETURN	Search forward, ignoring upper and lower case differences.
BACK UP	Search backward, ignoring upper and lower case differences.
UPPER CASE	Search forward. Upper case letters will not match lower case.
SEL	Search forward, ignoring upper/lower case differences. When located, the text is selected for cutting.
CONT SRCH	Repeat the previous SRCH command.
CONT SRCH & SEL	Repeat the previous SRCH command. When located, the text is selected for cutting. Depressing a second time removes SELect marker before repeating the previous SRCH command.
REPLC	Text selected for cutting is REPLACED with text in Paste Buffer.
GLOBL REPLC	Text selected for cutting will be REPLACEd with text in Paste Buffer at all occurrences or on a specified number of occurrences throughout the document.

We will create a new document and assign it the name of "Backup of Letter 1". Once at the TOP OF DOCUMENT, we will press Gold GET DOCMT. The prompt on screen should be answered with the document number we are copying, "1". Once the material has been brought into this document we are going to make a few changes. Remember that this is only a copy, while our original is still filed away. Other options of Gold GET DOCMT would be to bring in files created and converted to ASCII that can be used with CT*OS.

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INSTRUCTIONS ON CTOS
LETTER 1
DONALD SIMPSON
SEARCH

INITIAL INSTRUCTIONS:

```
C THIRD LETTER<RET>
GOLD GET
[320,000]1
TRANSFER INITIATED:
GOLD T
```

I. TEXT STRING--TO MAKE EDITING EASIER, RATHER THAN USING THE ADVANCE AND BACK UP KEYS TO LOCATE AREAS IN YOUR DOCUMENT, YOU MAY TELL THE SYSTEM TO AUTOMATICALLY SEARCH FOR THE STRING OF CHARACTERS YOU DESIRE.

1. PRESS GOLD SRCH(COMMA ON KEYBOARD)

2. WHEN THE SCREEN SAYS "ENTER PHRASE" TYPE IN THE PHRASE YOU WISH TO SEARCH.

ENTER PHRASE: (SPACE)transposition(SPACE)<RET>

(PRESS RETURN OR ADVANCE AND THE SYSTEM WILL TAKE YOU FORWARD TO THE DESIRED LOCATION; OR PRESS BACKUP. TO SEARCH BACKWARD THROUGH THE DOCUMENT; OR PRESS UPPERCASE. TO SEARCH FOR UPPERCASE CHARACTERS ONLY. THE SEARCH STRING MUST BE TYPED IN UPPERCASE CHARACTERS.)

3. TO CONTINUE TO ONLY SEARCH FOR BUT NOT REPLACE A PHRASE, PRESS GOLD CONT SRCH PROCEEDS IN BOTH FORWARD AND BACKWARD DIRECTIONS.

4. TO SEARCH THE ENTIRE DOCUMENT. GOLD PRESS TOP DOCMT BEFORE YOU PRESS GOLD SRCH.

*THE TERMINAL WILL BEEP WHEN THERE ARE NO OTHER OCCURRENCE.

II. SEARCH AND REPLACE

1. PRESS SEL (.)

2. TYPE THE REPLACEMENT PHRASE--TEXT YOU WANT TO CHANGE TO

REPLACEMNT PHRASE: (SPACE)press(SPACE)

3. THEN CUT. THE REPLACEMENT PHRASE IS STORED IN THE PASTE AREA.

4. PRESS GOLD SRCH. WHEN ENTER PHRASE APPEARS, TYPE THE TEXT YOU ARE LOOKING FOR--THE SEARCH PHRASE.

ENTER PHRASE: (SPACE)depress(SPACE)<RET>

5. PRESS GOLD CONT SRCH & SELECT. THE FIRST OCCURRENCE OF THE SEARCH PHRASE IS FOUND AND SELECTED IN THE DOCUMENT.

GOLD ?(CONT SRCH & SELECT)

6. PRESS GOLD REPLC. THE REPLACEMENT PHRASE IS SUBSTITUTED FOR THE SEARCH PHRASE.

GOLD "(REPLACE)

7. TO FIND AND REPLACE OTHER INSTANCES OF THE PHRASE:

REPEAT STEPS 5 & 6 (SEARCH AND REPLACE UNITL YOU REACH THE END OF THE DOCUMENT.

*NOTE: GOLD CONT SRCH & SEL WILL WORK IN THE REVERSE DIRECTION IF YOU INSERT A BACKUP WORD BETWEEN EACH CONT SRCH & SEL KEYSTROKE.

III. GLOBAL SEARCH-AND REPLACE

TO SEARCH FOR EVERY OCCURENCE OF A WORD OR PHRASE THROUGHOUT A DOCUMENT:

1. POSITION THE CURSOR AT THE FIRST OCCURRENCE OF THE WORD OR PHRASE. OR PRESS GOLD TOP DOCMT TO GET TO THE TOP OF THE DOCUMENT.

2. PRESS SEL KEY. TYPE THE NEW PHRASE (UP TO 99 CHARACTERS) YOU WANT AND PRESS CUT.

TYPE: (SPACE)KEY(SPACE BAR)CUT(ARROW TO LEFT)

3. THEN TOUCH GOLD GLOBL REPLC (SEMICOLON) KEY, WHICH WILL CAUSE "ENTER PHRASE:" TO BE DISPLAYED. GOLD 10 GLOBL REPLC WILL SEARCH AND REPLACE THE NEXT 10 OCCURRENCES OF THE PHRASE.

4. TYPE IN THE CURRENT TEXT TO BE SEARCHED AND PRESS RETURN

ENTER PHRASE: (SPACE)key(space bar)<ret>

*NOTE: GLOBAL SEARCH CAN PROCEED IN THE FORWARD AND BACKWARD DIRECTIONS. HOWEVER, IF THE REPLACING WORD CONTAINS THE WORD YOU ARE SEARCHING FOR, IT WILL THROW THE SYSTEM INTO A LOOP.

7 BACKUP to the word "keyboard" in the previous paragraph and uppercase the entire word by pressing BACKUP PARA LINE LINE LINE ADVANCE WORD UPPERCASE WORD. GOOD! To change uppercasing to lowercasing, Gold UPPERCASE is used. Let's backup the cursor to the "E" and press Gold UPPERCASE WORD.

8 There are times when sections of material need to be moved around within a document after they have been typed. Through the capability of "cut and paste" our system can make these changes quickly and easily.

9 The SELect key starts the process by marking the beginning of the portion of text for cutting. Now we move the cursor to the end of the text to be cut and press CUT. The material will disappear from the screen and the remaining text will readjust. The steps again are: SELect BACKUP PARA CUT.

10 Then move the cursor to the point in the document where you want to insert this "cut" material and press PASTE. This material remains in the paste buffer until it is replaced with other text.

11 Gold CUT will allow you to copy material by cutting text into the paste buffer but it also remains in the document. Let's try this now. SELect BACKUP PARA GOLD CUT.

12 BACKUP PARA until your cursor is at the paragraph beginning "CT*OS will allow you" and then press PASTE. Remember, to get to the bottom of our document to continue typing, we will press Gold "B".

13 Before we end this letter, let's try one more capability that you would use when needing to center headings or other items. Type the heading "WORD PROCESSING TRAINING" at the left margin and then press Gold "C" for Center. See how the heading has been centered between margins.

14 These are some other editing features that make life a little more simple because of CT*OS. Don't forget to file this document when we finish typing the closing by pressing Gold "F".

Sincerely,

Denise Nevin
System Training

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LESSON FOUR

WORD PROCESSING I

6:00-7:00 REVIEW LETTER 2

7:00-7:50 INTRODUCE THE FOLLOWING:
CENTERING--PAGE 42, 25D (MARGIN SETTING 5, 6, OR 7)

1. KEY IN INFORMATION AT LEFT HAND SIDE
2. AFTER INFORMATION KEYED, GOLD C

TABULATING--PAGE 45, 27D

1. FIGURE TABULATION AS USUAL
2. PLACE IN LAST COLUMN AN S AS THE LAST CHARACTER OF THE WORD.

L (14)T (28)T (42)T (56)T (60)S

7:50-8:00 BREAK

8:00-9:50 CONTINUE ON CENTERING AND TABULATION KEY IN PRINT IT OUT

1. PAGE 47, 29B
2. PAGE 54, 33B

DELETE THE FOLLOWING DOCUMENTS:
LETTER ONE
LETTER TWO

LESSON FIVE

WORD PROCESSING I

6:00-6:30 REVIEW THE FOLLOWING:

1. CENTERING--PAGE 54 33C
2. TABULATION PAGE 69 43B

6:30-7:00

1. DECIMAL TABULATION--PAGE 100 62D PROB.1
   RULER SETTING

   L 33+10+4+10+4
   T(47) T(61)
   INSTRUCTION-1/2 SHEET
   PAPER (33 LINES)
   10 SPACES BETWEEN COLUMNS
   SHORT SIDE UP
2. GREATER THAN SIGN--PAGE 102 63D
   RULER SETTING
   L 16+4+22+4+8>+4+8>
   T(20) >(54) >(66)
3. PRINT

7:00-7:50 TEST--PAGE 96 60C (ALL PROBLEMS LONG SIDE UP)
GIVE OUT PRINTED TEST

7:50-8:00 BREAK

8:00-8:50 FINISH TEST AND PRINT IT OUT

LESSON SIX

WORD PROCESSING I

6:00-6:30	PAGE 118 73B (KEY IN THE DARK PRINT THEN CORRECT)PRINT
6:30-6:45	HAND BACK TEST
6:45-7:30	GO OVER ALL COMMANDS LEARNED THUS FAR
7:30-7:50	GRAMMAR PAGES 5 & 6 (LOCATED IN BACK OF BROWN NOTEBOOK)
7:50-8:00	BREAK
8:00-8:30	COMPLETE GRAMMAR ASSIGNMENT AND PRINT OUT
8:30-8:50	1. INTRODUCE- LETTER (PAGE 77-48D) LETTER (PAGE 83) LETTER (PAGE 97-61B)
	2. INDIVIDUAL REVIEW OVER ANYTHING CAUSING DIFFICULTY

LESSON SEVEN

WORD PROCESSING I

6:00-6:30	KEY IN THE DARK PRINT PAGE 115 71B THEN MAKE CORRECTIONS
6:30-7:30	INFORMATIONAL MEMORANDUM PAGE 51
	INFORMATIONAL MEMORANDUM: NUMBERED LIST PAGE 53
	GO OVER INSTRUCTIONS WITH STUDENTS HAVE STUDENTS KEY IN INFORMATION AND PRINT IT OUT
7:30-7:50	GRAMMAR PAGE 7
7:50-8:00	BREAK
8:00-8:50	PROJECT PAGE 53 32C--OVER INSTRUCTIONS WITH STUDENTS STUDENTS: KEY IN PROJECT AND PRINT IT OUT

WORD PROCESSING I TEST

INSTRUCTIONS: CENTER VERTICALLY AND HORIZONTALLY--Problem #1
(full sheet of paper)

PERSONAL INFORMATION

(Your Name)

(today's date)

3647 Sam Houston Place

San Antonio, TX 78212

Problem #2--Block style, half sheet of paper, 60 space line

November 8, 1983

Dear Aunt Joan

We are going to move to Clearwater, Florida, early net week. Our new address wil be

2948 Bayview Drive

where the Expanded ZIP Code is 33519-1026. Our new telephone number will be (813) 217-4620.

Plan to spend some time there with us during the holiday season. By then you'll want to get out of the "Frozen North," and I'll be glad to have you enjoy the sun and surf with us.

Cordially

(your name)

WORD PROCESSING I TEST

The major reason for fling some thing is to be able to find the information the next time the need arises. Therefore one test of an effective filing systom simply is how fast you can locate material when they are needed. The more time you lose searching for important records the more your filing habits and system needs a good overhaul.

If you don't store papers that should be filed to stack up in a jumbled pile on the desk forces you to make a puzzling search for the material that is need. File promply; think while you do so; and follow a standard set of guides so you can find any of your papers quickly.

WORD PROCESSING I TEST

The primary ~~major~~ reason for filing some thing is to be able to locate ~~find~~ the information readily the next time the need arises. Therefore one test of a ~~an~~ useful ~~effective~~ filing system simply is how fast you can find ~~locate~~ material when it is ~~they are~~ needed. The more time you spend ~~lose~~ searching for needed ~~important~~ records the more your filing habits and system needs a good review ~~overhaul~~.

If you do not ~~don't~~ store papers that ought to ~~should~~ be filed to accumulate ~~stack up~~ in a jumbled pile in ~~on~~ the office ~~desk~~ forces you to make a haphazard ~~puzzling~~ search for ~~the~~ material that is requested ~~need~~. File promply; think as ~~while~~ you do so; and follow a standard set of rules ~~guides~~ so you can find ~~any of your~~ papers quickly.

documents correctly, you are hiding them, not filing them. Furthermore, permitting

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PAGING A DOCUMENT

The NEW PAGE command allows you to ensure that the following text will start at the top of the new page. This is especially useful for ensuring that text, such as a new chapter, begins on a new page.

Pressing the Gold NEW PAGE key inserts a new page marker into your document. A line of dashes, with the words "New Page" centered in it, will be displayed to show where the new page begins. When the document is printed, the text following this line will print at the top of the next page.

Gold NEW PAGE may be entered anywhere in the text but is normally entered after a RETURN or other line ending marker. It can be removed using the DELETe key or the RUB CHAR key. AP YES in the Print Menu has no effect on NEW PAGE.

PRNTR CTRL — Allows printing of text within the top and bottom margins. The following keywords allow definition of the text to be printed.

TOP	The remaining text in the printer control block will be used for printing in the top margin of each following page.
BOTTOM	The remaining text in the printer control block will be used for printing in the bottom margin of each following page.
RESET	Resets the page number to 1.
COMMENT	Ignores all remaining text in the printer control block.
%p	Replaced with the current page number when printed.
%d	Replaced with the current date when printed.

LESSON TEN

WORD PROCESSING I

6:00-7:00	REVIEW THE FOLLOWING: 1. ABBREVIATION LIBRARY 2. PARAGRAPH LIBRARY 3. SEARCH COMMANDS 4. DIFFERENT RULER SETTINGS 5. RULERS: SAVING, ACCESSING, AND DELETING THEM 6. RECOVERING LOST DOCUMENTS 7. GO OVER GRAMMAR 9
7:00-7:50	INTRODUCE THE ONE-PAGE DOCUMENT (USE ACTIVITY 10) PRINT [YOU WILL HAVE TO CHANGE PM] OR 70D p.114
7:50-8:00	BREAK
8:00-8:50	REVIEW WHAT STUDENTS HAVE JUST COMPLETED--ONE PAGE DOC. INTRODUCE ACTIVITY 12 ON PRINTER CONTROLS

LESSON ELEVEN

WORD PROCESSING I

6:00-7:50	COMPLETE ACTIVITY 12 AND PRINT IT OUT
7:50-8:00	BREAK
8:00-8:50	GRAMMAR PAGE 10 USE ACTIVITY 16 INCOME AND EXPENSES STATEMENT USE ACTIVITY 17 BALANCE SHEET

*REMEMBER TO USE SEARCH COMMAND TO FIND MISTAKES AND CORRECT THEM

*WIDE RULER

*DON'T FORGET TO CHANGE PAPER IN PRINTER

LESSON TWELVE

WORD PROCESSING I

6:00-6:30	GO OVER GRAMMAR PAGE 10
6:30-7:30	GRAMMAR PAGE 11
7:30-7:50	CORRECT ANY PAPERS WHICH HAS BEEN HANDED BACK AND NEEDS TO BE RETURNED.
7:50-8:00	BREAK
8:00-8:50	INTRODUCE LIST PROCESSING

COMPU-DME INC.

Word Processing Accounting Utility Packages

234 EAST COLORADO BLVD ☐ PASADENA, CALIFORNIA 91101 ☐ (213) 960-2895

COMPUTER SOFTWARE

<NAME>Mr. Rick Crockett
<ORGANIZATION>CAZ Computer Consultants
<ADDRESS/STREET>7420 N. Broadway
<CITY/STATE/ZIP>Oklahoma City, OK 73116
<COUNTRY>USA
<TELEPHONE>405-848-5421
<DEMO/FULL>Full
<SERIAL NUMBER>817
<TO BE USED ON>VAX
<MEDIA>Fl
<NEW/UPDATE>New
<DATE SHIPPED>3-19-82
<SALUTATION>Rick
<>

<NAME>Mrs. Borodkin
<ORGANIZATION>Homewood - Flossmoor High School
<ADDRESS/STREET>999 Kedzie Avenue
<CITY/STATE/ZIP>Flossmoor, IL 60422
<COUNTRY>USA
<TELEPHONE>312-799-3000
<DEMO/FULL>Full
<SERIAL NUMBER>818
<TO BE USED ON>RSTS/E
<MEDIA>MT/800
<NEW/UPDATE>New
<DATE SHIPPED>3-25-82
<SALUTATION>Mrs. Borodkin
<>

<NAME>Mr. Jeff Reech
<ORGANIZATION>DEC-Cleveland
<ADDRESS/STREET>3733 Park East Drive
<CITY/STATE/ZIP>Cleveland, OH 44122
<COUNTRY>USA
<TELEPHONE>216-831-6000
<DEMO/FULL>Demo
<SERIAL NUMBER>32000
<TO BE USED ON>MINC
<MEDIA>FL
<NEW/UPDATE>New
<DATE SHIPPED>1-26-82
<SALUTATION>Jeff
<>

COMPU-TOME INC.
COMPUTER SOFTWARE

Word Processing Accounting Utility Packages

234 EAST COLORADO BLVD ☐ PASADENA CALIFORNIA 91101 ☐ (213) 960-2895

This will be the second document that will be used in list processing. It is called the SELECTION SPECIFICATION.

IF <NAME>=Mr. Rick Crockett
then process record

This is the third and final document that will be used in list processing. It is the FORM, this will be what the output will look like.

<NAME>
<ORGANIZATION>
<ADDRESS/STREET>
<CITY/STATE/ZIP>

Dear <SALUTATION>:

We are sending to you a <TO BE USED ON> Demo, version 4.0 of CT*OS Word Processing. It will be shipped <DATE SHIPPED>. According to our records your telephone number is <TELEPHONE> please let us know if this is not correct.

Sincerely,

Paul R. Harris

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LESSON THIRTEEN

WORD PROCESSING I

6:00-7:30	LIST PROCESSING (PRINT OUT)
7:30-7:50	GO OVER GRAMMAR PAGE 11
7:50-8:00	BREAK
8:00-8:50	GRAMMAR PAGE 12

LESSON FOURTEEN

WORD PROCESSING I

6:00-7:00	GRAMMAR TEST
7:00-7:50	PROBLEM TEST
7:50-8:00	BREAK
8:00-8:50	TEST (Written Test)

LESSON FIFTEEN

WORD PROCESSING I

MAKE UP NIGHT FOR ANY OUTSTANDING ASSIGNMENTS ON TEST.

THE REST OF STUDENTS MAY KEY IN PRIVATE LETTERS AND PRINT THEM OUT.

*IF TIME PERMITS - WORK ON RESUME

49d ▶ 22
Check report typing skill

[illegible] sheet; line: 60; heading on Line 10 (1½" top margin); DS (double spacing)

Listen for bell as signal to complete or divide words and return.

Abbreviations such as U.S. and N.Y. are typed solid (without internal spacing).

THE UNITED STATES PASSPORT

More than six million U.S. citizens travel each year in other countries. To be admitted into many countries, a passport is required. A passport is an official document issued by the U.S. Department of State that identifies you by photograph and a brief description as a U.S. citizen. A passport permits you to leave and to return to the United States.

To apply for your first passport, you must appear in person at one of the passport agencies. These agencies are often located in local federal buildings. You must present the following papers:*

1. The completed passport application.
2. Proof of U.S. citizenship (a birth certificate or a certificate of naturalization, usually).
3. Proof of identification bearing your signature and description (often a driver's license).
4. Two signed duplicate photographs taken by a photographer within the past six months.
5. The required passport fee.

A passport is valid for five years from date of issue. When you receive your passport, you should sign it and fill in the information requested on the inside cover. During foreign travel, always carry your passport on your person; NEVER leave it in a hotel room.

*The World Almanac & Book of Facts 1981.

50

60-space line

50a ▶ 5
Conditioning practice

each line twice SS (slowly, then faster); DS between 2-line groups; if time permits, retype selected lines

alphabet 1 Marquis has just solved the exciting new puzzle from Byke's.
fig/sym 2 She filed the invoice (#9304) and the contract (#17-48-562).
fluency 3 He lent the field auditor a hand with the work for the firm.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12

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Type 3-column tables

Problem 1
half sheet, long side up
exact vertical center; DS columnar entries; 6 spaces between columns

SELECTED U.S. INVENTIONS
(Dates and Inventors)

Adding machine	1885	W. S. Burroughs
Automatic sequence computer	1943	H. H. Aiken
Liquid paper	1954	Bette Graham
Telephone	1876	Alexander Bell
Typewriter	1867	Christopher Sholes

Problem 2
half sheet, short side up
reading position; DS columnar entries; 4 spaces between columns; align figures of Column 2 at the right; erase and correct errors

AMERICANS OF SPANISH ANCESTRY
(Estimated Population and % of U.S. Total)

Mexican	7,151,000	2.4
Puerto Rican	1,823,000	0.6
Central/South American	863,000	0.3
Cuban	689,000	0.2
Other Spanish	1,519,000	0.5

Problem 3
full sheet (extra credit)
reading position; DS columnar entries; 10 spaces between columns
If time is called before you complete Problem 3, finish the line on which you are typing. Your teacher will tell you if you are to complete the table in the next class period.

THE ORIGINAL THIRTEEN STATES OF THE U.S.
(With Date of Constitution Ratification and Original Capital)

Delaware	December 7, 1787	Dover
Pennsylvania	December 12, 1787	Harrisburg
New Jersey	December 18, 1787	Trenton
Georgia	January 2, 1788	Atlanta
Connecticut	January 9, 1788	Hartford
Massachusetts	February 6, 1788	Boston
Maryland	April 28, 1788	Annapolis
South Carolina	May 23, 1788	Columbia
New Hampshire	June 21, 1788	Concord
Virginia	June 25, 1788	Richmond
New York	July 26, 1788	Albany
North Carolina	November 21, 1789	Raleigh
Rhode Island	May 29, 1790	Providence

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Recall/extend centering and table typing skills

References
horizontal centering, p. 82
vertical centering, p. 53
centering columns, p. 106

Problem 1
half sheet, long side up

Type the announcement DS in exact vertical center; center each line horizontally. Correct errors.

BALI HAI SHOWCASE PRESENTS

Native Dances of the Indonesian Islands

November 9 Through December 13

All Seats $6.50

Reservations Assure Preferred Seating

(808) 721-4937

Problem 2
half sheet, short side up

Center and type the table in reading position; SS the groups of column entries, DS between them. Decide spacing between columns. Align figures in Column 2 at the decimal (.). Correct errors.

COMMON U.S.-METRIC EQUIVALENTS

Approximate Values

1 inch	25.4 millimeters (mm)
1 inch	2.54 centimeters (cm)
1 foot	0.305 meters (m)
1 yard	0.91 meters (m)
1 mile	1.61 kilometers (km)
1 pint	0.47 liters (l)
1 quart	0.95 liters (l)
1 gallon	3.785 liters (l)
1 ounce	28.35 grams (g)
1 pound	0.45 kilograms (kg)

Problem 3
full sheet

Center and type the table in reading position. DS items in columns. Decide spacing between columns. Correct errors.

To type totals
1. Type an underline the length of the longest item in the column.
2. DS and type the total figure.

DECEMBER SALES REPORT

(Showing Estimated and Actual Sales)

Abramson, Stanley	$ 6,500	$ 6,750
Chiang, Kuang-fu	5,000	4,950
Delgado, Dolores	5,700	5,740
Guzman, Eduardo	4,750	5,000
Jackson, Rosie Lee	5,500	5,600
McClain, Malcom	7,200	7,150
O'Malley, Christopher	8,750	9,000
St. John, Donald	5,250	5,350
Thornton, Lavonne	6,500	6,590
Watanabe, Michi	8,500	8,650
	$63,650	$64,780

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ADULT COMPUTER PROJECT

SAMPLE INSTRUCTOR

ASSIGNMENT SHEET

TEACHER _____

WORD PROCESSING	DUE DATE	TASK COMPLETED
Tasks to be completed during the Adult Education (310) Project on Adult Computer courses.		
Design a specific Word Processing Certificate Program of study for adult classes.	_____	_____
a. Write descriptive paragraphs about each of the W/P courses to be offered suitable for use in a brochure about the program or suitable for use in the general public brochure.	_____	_____
b. Using behavior terms write objectives for the different W/P courses. Write a detailed course plan for each of the courses including time allotment and testing procedures.	_____	_____
Write an outline for CTA.	_____	_____
Re-evaluate results of the CTA course and make any necessary changes in the CTA outline.	_____	_____
Identify all software, textbooks, printed or audio visual materials suitable for the different adult W/P courses, the results to be written with varying alternatives.	_____	_____
Cooperate with the other instructors and administrators working on this project to develop and implement a promotional plan for all the computer related courses and specifically W/P.	_____	_____
Evaluate all written work after its implementation.	_____	_____
Complete other duties of an equivalent time allotment should any of the above items be omitted or reduced in scope.	_____	_____

_____

James Coppock, Supervisor

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APPENDIX - E

COMPONENTS OF DATA ENTRY COURSE

I) INTRODUCTION OF DATA FILE CONCEPTS
II) INTRODUCTION OF EASY ENTRY DATA ENTRY SOFTWARE PACKAGE
III) TIMED WRITINGS FOR SPEED AND ACCURACY
  A) 5-10 MINUTE NUMERIC AND ALPHANUMERIC WRITINGS
  B) JOB READINESS: 10,000 CHARACTERS PER HOUR AT NO MORE THAN ONE INCORRECT STROKE PER MINUTE
  C) EITHER AUXILIARY OR EMBEDDED KEYPAD MAY BE USED BY STUDENTS FOR STRICTLY NUMERIC ENTRY
III) DATA FILE MODIFICATION
  A) REKEY VERIFICATION
  B) DATA FILE INQUIRIES
  C) DATA FILE MODIFICATION (UPDATING)
    1) DELETING RECORDS
    2) INSERTING RECORDS
    3) MODIFYING (CHANGING) FIELDS WITHIN A RECORD
    4) SORTING RECORDS

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EasyEntry Data Entry System --Software Use Instructions
by Lee Cochard

TO ENTER THE 'EASY' DATA-ENTRY SOFTWARE PACKAGE, TYPE THE FOLLOWING ENTRIES IN RESPONSE TO EACE DEFAULT PROMPT:

DEFAULT PROMPTS	ENTRY	EXPLANATION
$	EASY	activates EASY software package
Forms File:	TEACHER	file containing forms for data entry
Operator:	your last name	you (the user)
Data File Name:	MASTER	sample data file
File exists		
Append records (Y/N)?	N	add more records to the end of the file
Modify records (Y/N)?	Y	provides access to an all-purpose menu
Form Name:	FORMMAIL	specific form chosen from the above forms file

Other default prompts are: Batch totals (Y/N)? --accumulates totals for certain designated numeric fields

Total Rekey (Y/N)? --provides rekey verification of all fields & records in the fil

Selective Rekey (Y/N)?--provides rekey verification of selected fields within all reco of the data file

TO USE ANY OF THE MENU OPTIONS AT THE BOTTOM OF YOUR SCREEN, TYPE THE FIRST LETTER OF THAT OPTION AND HIT <RET>.

SPECIAL NOTES:

1) When (I)nserting one or more records, these records will enter the sequential data file IN FRONT of the record displayed on your screen when 'I' was typed. To exit from this (I)nsertion mode, you must strike <PF4> on the keypad.

2) When (M)odifying a record, position the cursor at the beginning of the field(s) to be modified by using a combination of the 'arrow' keys and/or <RET> key. Then completely retype the field. Then return the cursor to the menu again by means of the 'arrow' keys or <RET> key.

3) When (S)earching for a record, position the cursor at the beginning of the key field(s) of that record and type all or part of the key information. Then return the cursor to the menu. EX 1: To find the JOHN SMITH record, type 'JOHN SMITH' in the name field, then return the cursor to the menu. EX 2: To find anyone named 'JOHN', type 'JOHN*' and return the cursor to the menu. If the first 'JOHN' record to appear is not the desired record, then type 'SS'--for (S)ubsequent (S)earch--repeatedly until either the desired record is found or the end-of-file is reached. ****NOTE: (S)earch will NOT locate records AHEAD of your current position in the file--you should type 'F' <RET> before 'S'

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to insure that a record is not missed.

4) (R)ekey--(T)otal implies that a complete record verification is to take place--beginning with the record CURRENTLY displayed on the screen. (R)ekey--(S)elective implies that only certain, 'important' fields of each record --beginning with the currently displayed record--have been preprogrammed for verification. During verification, when a discrepancy is discovered, both the old and new versions of the field are displayed. If the new version is correct, then the user should strike <PF3>. If the old version (or neither version) is correct, then the user must re-type the field.

TO EXIT FROM 'EASY', TYPE ONE OR MORE OF THE FOLLOWING:

1) <PF4> removes the cursor from the form displayed on the screen.
2) <PF4> also removes the cursor from the menu at the bottom of the screen.
3) /EXIT exits the user from the EASY default prompts (to a '$').

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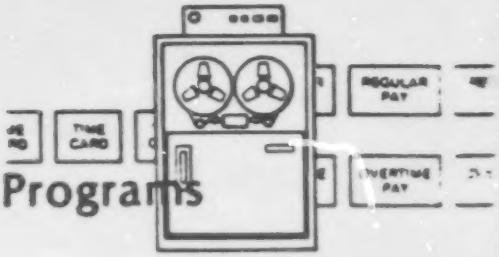
APPENDIX - F



Computer Related Certificate Programs

CONTINUING EDUCATION

FORT WAYNE COMMUNITY SCHOOLS

The Adult Education offerings starting in the 1983-84 school year will include Certificate Programs in Four Computer Related Areas: Word Processing, Computer Programming, Computer Accounting, and Data Entry. All of these adult programs will be available only in the evenings.

The Fort Wayne Community Schools has three rooms with computer based equipment located at the Education Center, 1200 South Barr Street, Fort Wayne, which will enable us to offer the courses listed below. The available equipment includes the following: (50) Digital Equipment Company Terminals; (1) Digital Equipment Company VAX 11/750 Computer; (2) Letter Quality Printers; and (2) Teletype 300 line per minute Printers. The amount of equipment available should provide the opportunity for each student to have the use of an individual terminal. The courses are organized so that each student should spend more then 50% of their classtime working at the terminal.

The Adult Education offerings starting with the Fall of 1983 will include the following Four Computer Related Areas:

WORD PROCESSING (114 Hours)

1st Semester
Computer Terminal Applications .... 24 Hrs.

2nd Semester
Word Processing I ..... 45 Hrs.

3rd Semester
Word Processing II ..... 45 Hrs.

*COMPUTER PROGRAMMING (180 Hours)

1st Semester
Structured BASIC Programming ..... 90 Hrs.

2nd Semester
Structured COBOL Programming ..... 90 Hrs.

*(Computer Term. Applications and Intro to D.P. recommended--not required)

COMPUTER ACCOUNTING (159 Hours)

1st Semester
Computer Terminal Applications ... 24 Hrs.
Beginning Accounting ..... 45 Hrs.

2nd Semester
Computer Accounting ..... 90 Hrs.
(Prerequisite: One semester of Accounting or equivalent experience)

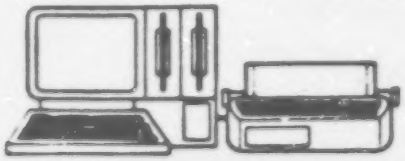
*DATA ENTRY (114 Hours)

1st Semester
Computer Terminal Applications ... 24 Hrs.

2nd Semester
Data Entry ..... 90 Hrs.

*(Intro to D.P. recommended--not required)

REGISTRATION FOR THE FALL CLASSES STARTS MONDAY, AUGUST 29. WE WOULD ADVISE EARLY REGISTRATION AS THESE CLASSES FILL RAPIDLY. IF YOU NEED ANY FURTHER INFORMATION, PLEASE CALL US AT.....425-7653.



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WELCOME TO BUSINESS OFFICE OCCUPATIONS
LOCATED AT THE REGIONAL VOCATIONAL SCHOOL
FORT WAYNE COMMUNITY SCHOOLS

THE COMPUTER ROOM AT RVS HOUSES THE VAX 11/750 WHICH IS MADE BY DIGITAL EQUIPMENT CORPORATION. THE DIGITAL TERMINALS ARE ALL CONNECTED TO THE VAX. THERE ARE THREE INSTRUCTIONAL COMPUTER ROOMS. THE DATA LAB AND THE OFFICE LAB ROOMS HOUSE 21 TERMINALS EACH AND THE ACCOUNTING LAB HOUSES 11 TERMINALS.

THE SYSTEM INCLUDES THE FOLLOWING:

VAX--A COMPUTER (MADE BY DIGITAL EQUIPMENT CORPORATION)

VMS--OPERATING SYSTEM

DCL--DEC COMMAND LANGUAGE (DIGITAL EQUIPMENT CORPORATION)

PROGRAMMING LANGUAGE--BASIC, PASCAL, AND COBOL (RVS ONLY)

THE VAX HAS THE FOLLOWING FEATURES:

1. EDT EDITOR--LINE MODE/CHARACTER MODE
2. EDTCAI--COMPUTER ASSISTED INSTRUCTION COURSE ABOUT THE KEYPAD AND LINE MODE
3. VMSCAI--COMPUTER ASSISTED INSTRUCTION COURSE INTRODUCES THE VAX/VMS COMPUTER SYSTEM
4. DIFFERENT LANGUAGES
5. HELP UTILITY
6. MAILING FACILITY
7. PHONE FACILITY

ADDITIONAL SOFTWARE:

DIBS "DIGITAL INTEGRATED BUSINESS SYSTEMS." MENU DRIVEN SOFTWARE. MASTER MENU CONTAINS GENERAL LEDGER SYSTEM, ACCOUNTS PAYABLE SYSTEM, ACCOUNTS RECEIVABLE SYSTEM, PAYROLL, INVENTORY MANAGEMENT, AND ORDER ENTRY/INVOICING. (RVS ONLY)

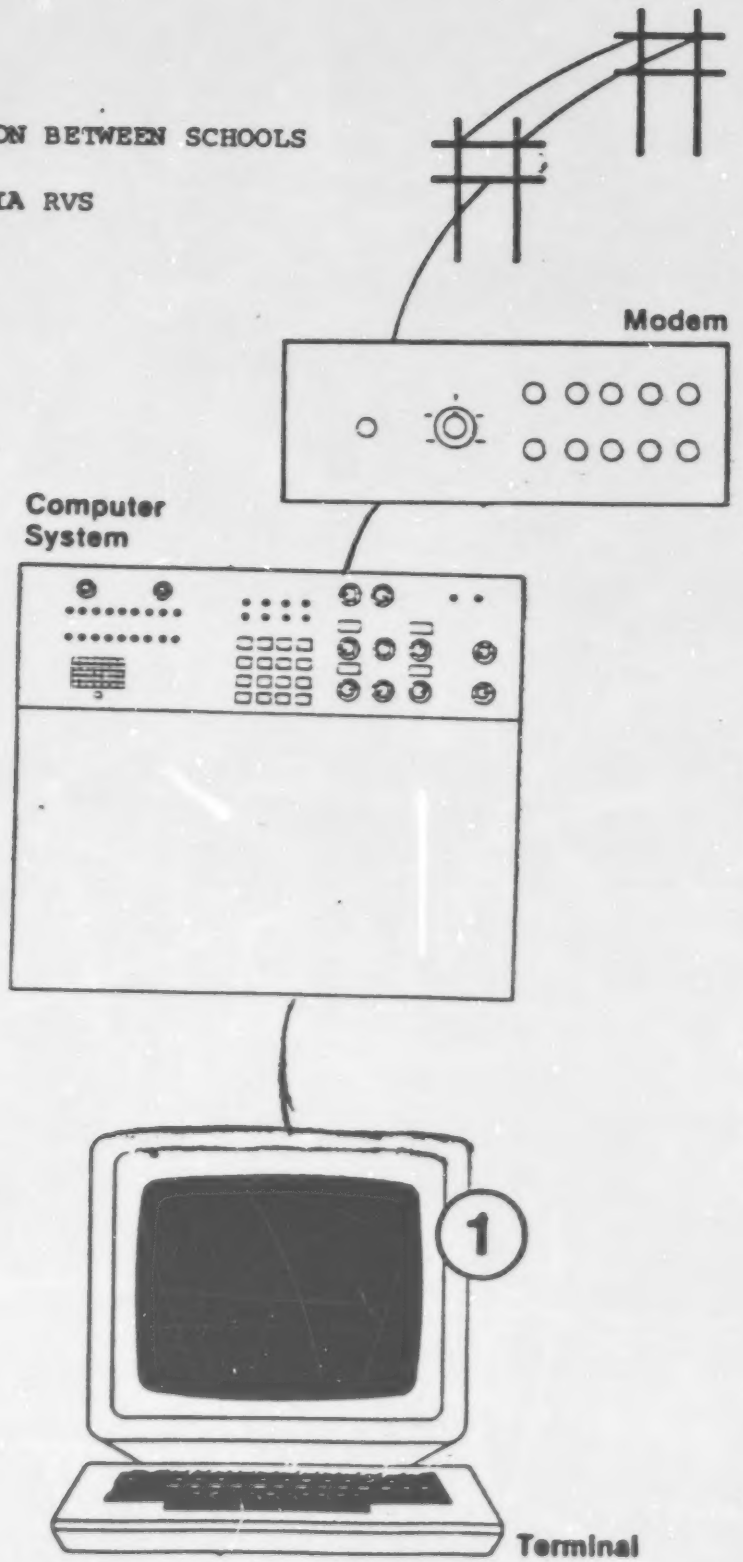
CTOS "COMPU TONE OFFICE SYSTEMS." CREATE, EDIT, PRINT, CUT AND PASTE, SEARCHING FOR AND REPLACING, PAGING A DOCUMENT, MULTICOLUMN PRINTING, LIBRARY DOCUMENTS, USER DEFINED KEYS, AND LIST PROCESSING.

EASY "EASY ENTRY DATA SOFTWARE PACKAGE BY APPLIED INFORMATION SYSTEMS." DATA FILES AND PROGRAMMABLE CRT DATA FILE FORMS CAN BE CREATED. RECORDS CAN THEN BE ADDED, DELETED, RETRIEVED EITHER SEQUENTIALLY OR BY KEY FIELDS, MODIFIED, AND REKEYED (VERIFIED).

PRINTERS: THE DATA LAB AND ACCOUNTING LAB SHARE THE TELETYPE, MODEL 40, PRINTER. IT PRINTS AT A RATE OF 300 LINES PER MINUTE. THE OFFICE LAB HAS THREE PRINTERS; ONE TELETYPE, MODEL 40, AND TWO LETTER QUALITY PRINTERS, NEC SPINWRITER 3510.

COMMMUNICATION BETWEEN SCHOOLS

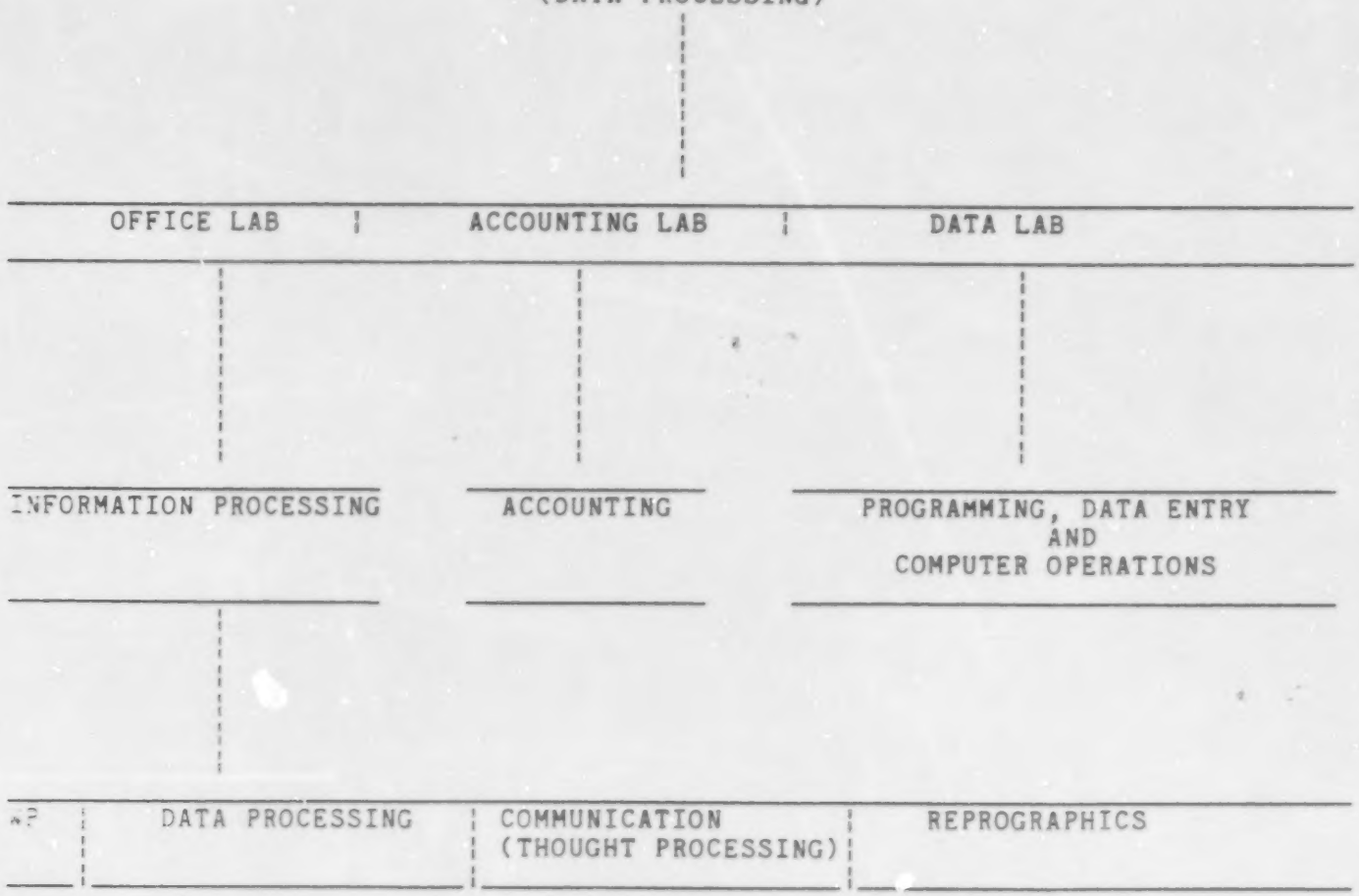
VIA RVS



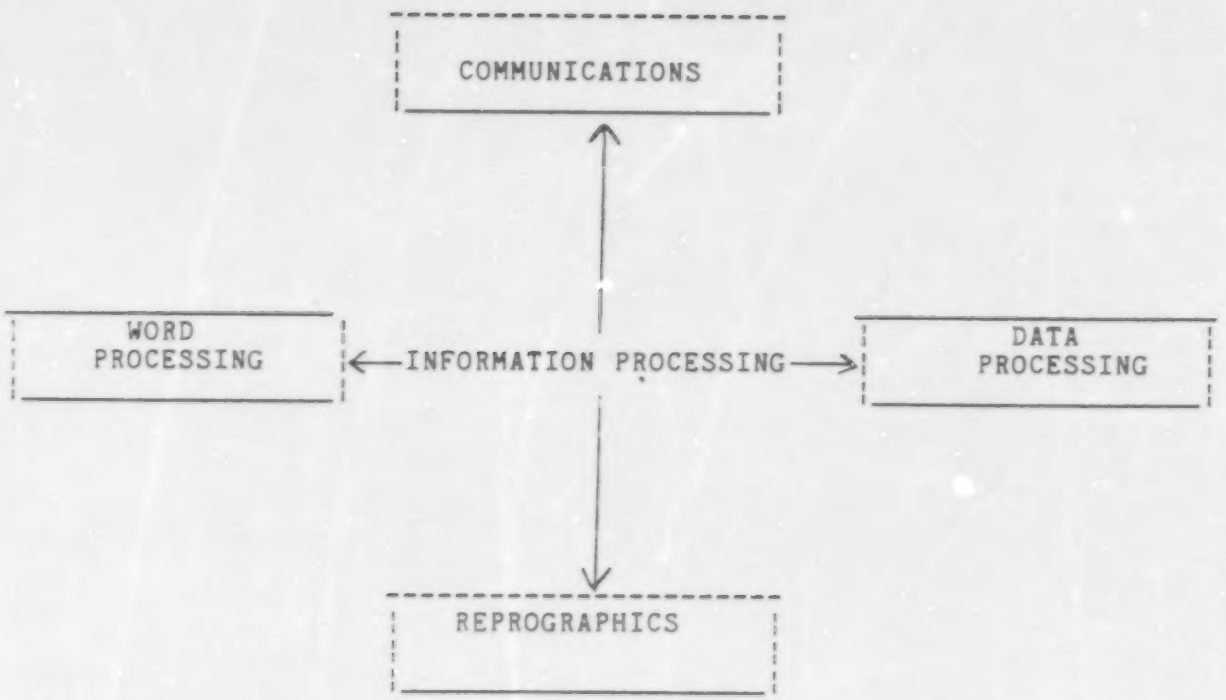
REGIONAL VOCATIONAL SCHOOL

FWCS

BUSINESS OFFICE OCCUPATIONS
(DATA PROCESSING)



INFORMATION PROCESSING



COMPUTER RELATED COURSES

(Certificate Programs Offered)

*Computer Terminal Applications (February 7)	T & Th	6:00-9:00	220	$23.00	$33.00	4	Dawson
*Computer Terminal Applications (March 13)	T & Th	6:00-9:00	220	$23.00	$33.00	4	Dawson
Intro to Data Processing	M	6:00-9:00	154	8.00	33.00	15	Schabaker
Data Entry	M	6:00-9:00	214	55.00	65.00	15	Dawson
Word Processing I	T	6:00-9:00	214	55.00	65.00	15	Griffith
Word Processing I	W	6:00-9:00	214	55.00	65.00	15	Griffith
Programming in Structured BASIC (90 hours)	M & W	6:00-9:00	220	110.00	130.00	15	Cochard
Programming in COBOL (90 hours)	M & W	6:00-9:00	218	110.00	130.00	15	
Home Personal Comp	T	6:00-9:00	212	44.00	50.00	12	Habegger

***Basic course for Word Processing, Computer Accounting, Programming, and Data Entry Certificate Programs.**

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COMPUTER RELATED COURSES

(CERTIFICATE PROGRAM AVAILABLE)

COMPUTER TERMINAL APPLICATIONS — a computer terminal connected to a modern computer will be used to teach the capabilities and uses of a modern computer system. It is a basic hands-on-course in the uses of a computer terminal and will include a brief overview of Word Processing, Computer Programming, Computer Accounting, and Data Entry Occupations. This is the prerequisite course for the four Certificated Programs: Word Processing, Computer Programming, Computer Accounting, and Data Entry.

Prerequisite: Ability to type 30 words per minute.

INTRODUCTION TO DATA PROCESSING — A basic survey course covering theory, data entry operations, computer concepts and programming. Instruction includes "hands on experience" using CRT Terminals, keypunches, apple computers, and an IBM 4341 Computer.

WORD PROCESSING I — This first course in word processing will provide classroom instruction and laboratory experiences leading to the job entry level skills required of Word Processing Clerks. The most successful students will be those who have a good typing ability (55+) and good command of spelling, punctuation, and grammar skills.

Instruction will include creating, proof reading, editing, filing, and printing of business communications utilizing a Digital Computer Terminal with access to printing devices.

Prerequisite: The ability to type a minimum of 40 words per minute, Computer Terminal Applications or experience using Computer Terminals for communication with Computer.

WORD PROCESSING II — The student will learn the use of the transcription devices to enter information into the word processing equipment to create completed documents. Specific training will be available in the areas of Medical and Legal Transcription. (Available to Word Processing students next term.)

PROGRAMMING IN STRUCTURED BASIC — is a (90) hour course taught on a DEC VAX-11/750 computer system that includes one video terminal for each student with line printer access.

The students will learn to write programs based on three concepts: Simple Sequencing (Read-Let-Print, Etc.), Decision Structures (If-Then-Else), and Loops (For-Next, Until-Next, While-Next). Students learn a systematic five-step approach to program development: Problem Analysis, development of program logic through pseudocode, coding the logic into basic statements, testing and debugging, and documentation.

Programming topics covered include arrays, sorting, linear and binary searches, subroutines, subprograms, menus, interactive programming concepts, creation and maintenance of sequential and relative data files, and string manipulations.

PROGRAMMING IN STRUCTURAL COBOL — is a (90) hour course taught on a DEC VAX-11/750 computer system that includes an approximate one-to-one ratio of students to video terminals with line printer access.

The students will learn to write structured cobol programs through a systematic four-step approach to program development: Review of program specifications, program design, program coding, and program testing & debugging. Prerequisite: BASIC or other program language.

Programming topics covered include I/O operations, arithmetic operations, report editing, decision structures, data file maintenance, control-break processing and table processing.

DATA ENTRY — The student will be trained as a CRT operator to input, update, and to inquire into the computer system. Exercises will concentrate on speed, accuracy, updating, and information gathering from the system.

HOME PERSONAL COMPUTING — The emphasis is on software experiences for personal applications such as word processing, budgeting, and financial uses. Instruction will also include basic system commands and programming commands necessary to understand and manipulate the computer. The course will use the Apple II computer for the lab work.

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THE CONTINUING EDUCATION DEPARTMENT
OF THE
FORT WAYNE COMMUNITY SCHOOLS

Presents this Certificate of Recognition
for satisfactory completion of the

WORD PROCESSING CERTIFICATE

Course of Study offered by the Department of Continuing Education
which includes the following areas:

COMPUTER TERMINAL APPLICATIONS

WORD PROCESSING I

WORD PROCESSING II

This certificate represents a total of 114 hours of classroom
and laboratory instruction.

This certificate is presented to:

on the .....day of .....,19.....

_____
Supervisor of Adult Vocational Programs

_____
Director

THE CONTINUING EDUCATION DEPARTMENT
OF THE
FORT WAYNE COMMUNITY SCHOOLS

Presents this Certificate of Recognition
for satisfactory completion of the

COMPUTER PROGRAMMING CERTIFICATE

Course of Study offered by the Department of Continuing Education
which includes the following areas:

Computer Terminal Applications

BASIC Programming

COBOL Programming

This certificate represents a total of 204 hours of classroom and laboratory instruction.

This certificate is presented to:

on the .....day of .....,19.....

_____
Supervisor of Adult Vocational Programs

_____
Director

THE CONTINUING EDUCATION DEPARTMENT
OF THE
FORT WAYNE COMMUNITY SCHOOLS

Presents this Certificate of Recognition
for satisfactory completion of the

DATA ENTRY CERTIFICATE

Course of Study offered by the Department of Continuing Education
which includes the following areas:

COMPUTER TERMINAL APPLICATIONS

DATA ENTRY

This certificate represents a total of 69 hours of classroom and laboratory instruction.

This certificate is presented to:

on the .....day of .....,19.....

_____
Supervisor of Adult Vocational Programs

_____
Director

DATA ENTRY/TERMINAL OPERATOR CERTIFICATE PROGRAM

Two Courses Required:

Computer Terminal Application 24 hours.

Data Entry 90 hours.

Recommendations:

Ability to type and work with numbers.

COURSE DESCRIPTIONS

DATA ENTRY: A computer terminal is used to train the Data Entry Operator. Emphasis will be in the areas of: inputing, updating, accessing, speed, accuracy, and the development of input records.

STRUCTURED BASIC PROGRAMMING: Students will learn structured program design through the use of: Simple Sequencing, Loops and Decision Structures. Some of the topics covered include: arrays, sorting, subroutines, interactive concepts, string manipulations and data files.

COMPUTER TERMINAL APPLICATIONS: A introductory course that introduces the application of a computer terminal in the areas of: Accounting, Word Processing, Programming, and Data Entry. This is the prerequisite course for the three Certified Computer Programs.

STRUCTURED COBOL PROGRAMMING: Instruction will include the areas of: Structured Program Design, Report Generation, Control Break Processing, Interactive Programming, Table Processing, and Data File Maintenance.

WORD PROCESSING I: Instruction will include Creating, Editing, Filing, and Printing documents using Word Processing Equipment. The course will also include instruction on spelling, punctuation, and grammar.

WORD PROCESSING APPLICATIONS: Instruction will begin with applications like a *Word Processing Operator might find on the* job. The course will include units on: Machine Transcription, Advanced Word Processing Concepts, and some instruction on spelling, punctuation, and grammar.

COMPUTER ACCOUNTING — A computer terminal will be used to apply accounting principles in recording business financial transactions. Instruction will include the areas of: General Ledger, Accounts Payable, Accounts Receivable, Payroll, Depreciation, Special Journals and End-of-Period Statements. These applications are designed to meet office accounting requirements.

ATTENTION: EMPLOYMENT OUTLOOK GOOD FOR PERSONS TRAINED IN DATA PROCESSING THROUGH 1990

Employment in Data Processing and Related occupations is increasing at a good rate. In the Northeastern Indiana Labor Market Information Release, both the areas of Computer Programming and Data Entry were listed among the occupations where "there is the heaviest need for workers and that the local office estimates supply will be inadequate to meet demands." Many predict that employment opportunities will continue to increase as companies continue to find additional applications for the capabilities of computer equipment. Data Processing has two major divisions: Computer Programming and Data Entry. Data Entry Operators are normally responsible for entering, updating, or accessing information in a computer system. Computer Programmers are responsible for creating the instructions and procedures that allow information to flow through the computer system to provide information in a timely and accurate format.

Computer Related Occupations Certificate Programs

- **WORD PROCESSING**
- **COMPUTER PROGRAMMING**
- **DATA ENTRY**
- **COMPUTER ACCOUNTING**

Fort Wayne Community Schools

Department of Continuing Education

Education Center • 1200 South Barr Street

Fort Wayne, Indiana 46802 • Phone 425-7653

COMPUTER RELATED CERTIFICATE PROGRAMS

The Adult and Continuing Education Division of the Fort Wayne Community Schools has access to a large computer based training facility that allows the offering of Certificate Programs in four computer related areas: Word Processing, Computer Programming, Computer Accounting, and Data Entry. Upon completion of one of the four programs of study, the student should be a competitive candidate for entry level employment if they possess the prerequisite knowledges and successfully meet the program requirements.

The instructional facility has three rooms of computer based equipment located in the Education Center, at 1200 South Barr Street, in Fort Wayne. The available equipment includes the following: (50) Digital Equipment Company Terminals; (2) Letter Quality Printers and (20) Lanier Transcribers for Word Processing; (2) Teletype 300 line per minute printers; and software running on the Digital Equipment VAX 11/750 Computer. The amount of equipment available provides the opportunity for each student to have the use of an individual terminal. The courses are organized so that each student should spend more than 50% of their classtime working at the terminal.

Within the employment marketplace are many job opportunities that can be filled by graduates of one of the four Certificate programs. There is a high demand for employees with knowledge and experience utilizing terminals and computer software with knowledge in Word Processing, Data Entry, Computer Accounting, and Computer Programming. Course sign-up is on a first come-first served basis and the school does reserve the right to cancel the course if enrollment is inadequate prior to the first evening of class. The opportunity does exist that not all prerequisite classes will need to be taken if candidates to the certificate program have taken courses elsewhere or have work experience on data processing equipment or applications.

For additional information or an appointment to discuss your training program please call 425-7653.

JOB TITLE: WORD PROCESSOR

Within the Word Processing Occupations are many jobs that used to be referred to as "Secretary." The term no longer applies in many companies. The functions of the "Secretary" are gradually being transferred over to a number of job titles that incorporate the technologies of Word Processing since the advent of modern office equipment. Some of the equipment that has made the most significant impact on the "Secretarial" Occupations includes: Word Processing Equipment, Computer Hardware and Software capabilities, Dictation and Telephone Equipment, Terminals, and Electronic Mail. The Word Processing Occupations workers will have more and more sophisticated equipment available to assist them in the completion of their responsibilities.

WORD PROCESSING CERTIFICATE PROGRAM

Three Courses Required:

Computer Terminal Application 24 hours

Word Processing I 45 hours

Word Processing Applications 45 hours

Recommendations:

Good skills in spelling, punctuation, grammar, typing ability of 55+ words per minute.

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ACCOUNTING CERTIFICATE PROGRAM

Three Courses Required:

*Computer Terminal Application 24 hours

*Beginning Accounting 45 hours

Computerized Accounting 90 hours

*Can be taken in same semester

Recommendations:

Typing ability of 35+ words per minute and ability to work with numbers.

HELP WANTED: ACCOUNTING DEPT.

Accounting is the process of recording and communicating financial or economic data to the persons who evaluate and monitor the financial condition of a business. The computer has had a major affect on the Accounting Profession. Data Processing tools have replaced many manual preparation systems by utilizing terminals linked to powerful computers. In the decades that follow there will be a continuing demand for trained accounting personnel in the private, public and governmental sectors. The primary factors affecting this demand is the greater need for accounting information in business management, complex and changing tax systems, and the increasing use of data processing devices by small business organizations.

COMPUTER PROGRAMMING CERTIFICATE PROGRAM

Two Courses Required:

Structured BASIC Programming 90 hours

Structured COBOL Programming 90 hours

Recommendations:

Experience using data processing equipment or completion of the Computer Terminal Applications course.

APPENDIX - G

A 310 Project
Micro Computer Use In Our
Adult Learning Center Math Classes

By Margaret Hobson

The instructors in the Adult Learning Center began the 1983-84 school year without a computer and with little computer experience. Then the Apple Computers provided by the 310 Project arrived. I didn't know how to turn it on, much less make it "do" something. Our school system offered an inservice on the Apple which involved such depth as how to insert a disk, how to turn the machine on and off, and how to "boot" the system. I was in heaven.

I soon found the disk library and started previewing disks and getting our own copies for classroom use. The students were learning the same things I was--sometimes the very next day.

More inservice classes followed in software selection and evaluation. I attended the "Computers in Education Workshop" sponsored by Pi Lamba Theta. It was a practical workshop designed to inform elementary, middle and secondary educators how to effectively use the computer as a unique tool in the curriculum. Ball State University hosted a workshop for Indiana Computer Educators which had mini-sessions to choose from on a wide range of computer topics and F.W.C.S. offered 10 hours

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of instruction in program design. We covered drill and practice, tutorial, simulation, interactive and utility programs.

I then began taking computer courses. One was Computer Terminal Applications (30 hours of instruction) and the next was programming (90 hours of instruction). This gave me the courge, background and desire to begin writing my own materials to be used in the classroom.

I have since joined Indiana Computer Educators and a local Apple-users group. We made the purchase of an Apple for home use and I am now abligated to share it with my family. (An old ABE slogan...You educate a mother and you educate a family.) A side-light of all this is that there is a real sharing of ideas and materials among all interested building teachers. I had little previous interaction with many of these people, since they were vocational educators. The information exchange has been very valuable and the personal interaction has been very good.

Student computer literacy has been a prime goal in this program and almost every student has had the opportunity to become familiar with the Apple. Some have requested extra time on the computer and some have expressed a dislike of working on it. (Sometimes learning

how to operate the software is as difficult as learning the original teaching objective.) I have used it for readiness (especially in fractions), drill and practice (mainly multiplication and division tables), and for teaching new concepts (I really like the geometry disks and that topic isn't well covered in our texts). Men, especially, like to use the Automotive Math disk as it teaches decimals and percentages as applied to autos.

I have notices how students working in a small group with the Apple have become friends and seem to enjoy the interaction with each other as they react as a whole with the computer. It becomes a group project.

Working on the Apple can be a "cop-out" for those few students who really aren't eager to learn, however. It sometimes has been necessary to insist they go back to their book.

The students have had so much experience with programmed disks they are suprised to find what sophisticated math it can do without programming. And I have also discovered that although the Apple is a wonderful "number cruncher" it is, at the same time, one stupid machine. It does as I say, not as I mean.

The computer has been used to show real-life calculations that would be very tedious to do manually. One student took out a 5-year contract on a $30,000 home at 10% and paid $303.47 each month with the interest being deducted first and the remainder going to the principal. We were able to make up a single program and print out a chart showing the payments and the balance remaining for his contract. He was very pleased.

I feel Math and Business have the best potential for continued computer usage in our ABE/GED program. I certainly wish to continue to develop computer usage in the math class. I've only scratched the surface.

ADULT EDUCATION 310 MICROCOMPUTER

USE IN THE ADULT LEARNING CENTER

LANGUAGE ARTS CLASSES

BY Willodean Clinkenbeard

Our Learning Center is located in the Regional Vocational Center in Fort Wayne, Indiana. Six classrooms comprise the division, and subject areas are taught separately in these respective facilities. Until last fall, only one of our teachers had been familiar with the operation of computers. Since the high school vocational computer program was located immediately above our department, we were aware of the fascination of computers and of the extensive thrust by our school system to promote computer education.

In the spring of 1983 our faculty and staff participated in a half-day inservice which was held in the computer rooms above us. We were excited about the use of computers and how we could make use of this development. Many of our adult lab employees enrolled in a brief summer school computer class that taught a basic overview on microcomputers. We were all in a state of confusion, yet being so receptive to its use. The news that we had actual computers in our department last fall, upon our return to school, was a surprise and a delight.

The challenge lay ahead as we attempted to develop a plan to best utilize two computers. Primarily they were used in the math room and in the language arts room; however,

the business teacher incorporated the use of the computer in her classroom, and the social studies teacher previewed some software and shared its contents with his students.

We each began to preview software and experiment with these materials in our subject areas. Our teaching approach is on an individual basis, which lends itself to computer instruction. Our enrollment procedure is a continuous one; we receive students daily - each possessing varied skills at various levels. Diagnose, instruct, drill, practice, and evaluate are usual steps in our teaching method for the adult student. Many students require encouragement and motivation. Some adult students who were "turned off" in a structured classroom with traditional materials and methods of teaching are eager to work on the computers.

STAFF ACTIVITIES: My first activity after experimenting with a computer in the department was to attend an inservice in our building on computer literacy. In October, I attended Project Update - a workshop on Saturdays in Indianapolis, to inform adult educators about software choices and uses to make of computers in our laboratories. The following weekend in October three of our staff attended the Indiana Computer Educators Conference at Ball State University. The conference offered many sessions throughout the day. I chose those relating to the teaching of language arts, record keeping for

classes, and those assisting in decision about choices of software.

Fort Wayne Community Schools had scheduled numerous inservice opportunities for the school year. On November 5, I attended an all day workshop on evaluation of software. We selected various disks and programs to preview on a rotation basis during the next few months. My choices included those on library and social studies. Another activity involved a vendor visiting our lab to demonstrate the share software which was designed for adults, especially in the preparation for obtaining a GED. The local inservice sessions after school and on Saturdays which I attended were - Introduction to Instruction on Computer Programs, Introduction to the Apple, Evaluation of Software, Visi Calc, Card Reader, Apple Writer, Design of Computer Programs and Programming the Apple. Some of these sessions met for five evenings in one series.

I attended the IU-PU curriculum lab several times to preview disks from their collection. Our own educational computer center in our building was a tremendous source of information, advice and direction. There we were able to obtain numerous packets to examine and to try in our classrooms. During the ISTA Teacher Conference I chose all the sections that were related to teaching by or with computers. This spring I enrolled for an all day workshop at the IU Conference on Computers. Emphasis on keeping classroom

files and on using the computer for counseling appealed to me as being applicable in my individual teaching assignment. In addition to teaching the adult student, I also teach the expectant teenager; child care and English materials geared to this group are of interest to me.

Our recent Adult Education Conference in Indianapolis was an interesting activity which I shared. The different representatives from all over the state shared their projects and their methods for using the computer in the adult lab.

Other activities in computer use involved my purchasing an Apple for personal use, but primarily for school use. The materials are interesting and they require considerable preview time which after school and weekends proved to be inadequate. Purchasing the Apple led to another activity - joining the Apple Computer Club through IUPU. Monthly meetings present news informational releases, exchanges of ideas, materials, experiences and demonstrations by computer businesses.

Recently I was invited to participate in a four-day workshop for advanced computer training in teaching writing. I shall take part in this activity and make use of the skill in our classroom both this summer and in the fall.

Other activities that I found helpful this past year were the informal visits and phone conversations with teachers in both the same setting as mine as well as in different classroom settings. The enthusiasm of a teacher who is resourceful with the use of classroom computers is stimulating

and encouraging. Of course, there is one activity that is ongoing - the constant viewing of catalogs which arrive daily. The evaluation techniques discussed in workshops prove extremely helpful.

STUDENT UTILIZATION: In my classroom I used the computer to teach computer literacy at first, just to let students try the operation and experience the wonder. The very operating of the keyboard was frightening to some because they couldn't type. No one was compelled to use the computer. I demonstrated the routine of operation and would explain what the particular disk was designed to teach, and then either a student or myself would start the process. My room is composed of students preparing for the GED and for high school students. Both groups could share in the same activity. In the expectant mother program I used it to teach grammar and nutrition. Materials on health maintenance were used for all groups.

Most of the time I used the computer to instruct - to present language skills in a manner that would intrigue the student a bit more than the workbook or textbook. Much of the time individual students used the computer alone to review some concept or skill which they lacked. However, when the computer was very new to all of us, we did considerable work as a volunteer group. I would explain what disks I had, and the students gathered around the computer to watch the operation. Usually two or three students would take turns operating while a group decision would state the response.

We varied this procedure, but at all times students knew they shared equally in the right to the computer. Many times students attend class on an irregular schedule, so these persons usually worked the computer alone or with one other student to try out something he had missed.

Occasionally a student would ask to use the computer when he/she had previously assigned work to cover. Soon they learned the reenforcement theory of covering a concept in more than any one way. Sometimes students were inclined to become noisy and excited while operating the computer, but these were few, and never became a constant interruption to students studying in another manner.

After several students had learned to feel confident in running the computer, and after they had experimented with a single disk approach, I tried presenting an entire package of material. An initial pretest was given by worksheet, the disk run, and then another post-test completed. I found the students liked the continuity in this method. Parts of speech instructional material was quite adaptable to this method.

This year I did not leave all materials on display for their selection, which I do want to try another year. Most of my material was on a loan basis which I was responsible for to return in a two-week period. I felt that all students treated the hardware and software carefully and that they were very attentive in the care and use instruction periods.

RESULTS: I found in using the computer for tutorial and for drill and practice that I saved much time and energy by

not verbally repeating instructions. I know the students were fascinated by the interaction they had with the computer. They seemed to enjoy a dialogue with the computer. It allowed them to make mistakes and correct them without anyone else knowing it. The one feature students like is to have a choice of difficulty in the various programs. Most of them choose the easier one to begin and to master. There is no need for false pretense. Even if the material was remedial or simple, the student who needed this rule or practice could use it with no stigma attached. The fact that they were operating a piece of equipment erased any significance as to the level of text used.

Students were aware of their need to interact in the learning process. I found an interesting blend of ages working together on the computer. My over 65 student found great pleasure in joining an 18 year old at the computer, both trying to gain a skill. At first the older student would be apprehensive about operating the computer, but he/she was eager to watch. Before long I noticed they would trade tasks and both shared equally in operating and responding. Many adult students expressed amazement that they could operate a computer like the one their children had "run" at school.

Students learned the importance of reading instructions carefully. In some instances the frame with the instructions passed by and they realized they did not know what they were to do. Additional time was wasted in starting over to get to that particular frame again. They never became upset over

this and seemed to appreciate the patience which the computer had too.

A conclusion was determined by the students that the study of language arts need not be boring or useless. As we used the computer to clarify, teach, or drill we applied that concept to some practical use in functioning effectively in our daily life.

Students learned that the computer could not read for you. so the interrelation of needed skills was evident. They learned that the input was necessary to obtain desired output.

The best use of the computer for problem students that I found, involved giving them hope and security about learning. It was a new avenue for learning that challenged them and accepted them. If the problem was behavior, I could eliminate much need for attention and much waste of time by placing that student on the computer with a clear understanding that an evaluation of the material would be requested, or that a follow-up performance such as a post-test would be required. In every case they responded favorably. I especially liked using the pretest and post-test method because the student could clearly see the scope of the material not known, and could see the amount which was later improved or mastered. It helped them set goals and a definite plan of action. By using the computer, the problem student has more control over his learning situation. He becomes actively involved in the solution to his present learning limitations.

PLANS FOR THE FUTURE: In the future, I believe we will have more computer hardware and software available through business, industry, and public donating to the schools, especially when positive results are beginning to emerge. I also see possibilities of software being interchangeable on different computers. The networking and indexing of information will become available for individuals and schools. Even now there are numerous disks in public domain, but in the future the software will be the direct line of communication. I see more hook-ups to one another by phone line. I can see workshops and meetings conducted by sophisticated technological means instead of everyone traveling to one location for a meeting of the minds. In the future many more teachers will create their own tailored courseware. This will enable each teacher to deliver specifics to a particular class. In general, I believe we will all have a tremendous choice of teaching materials available at more reasonable rates as the software companies compete for the market of adult education sales.

It will be more effective to have computers readily available at all times. Classes must be available both day and night for the high school student and the adult student. Parents are willing to be involved in this movement of computer education, and the schools must be able to share in the process.

I plan to use the computer in my room to increase the students' mastery of language arts by planning activities

and programs on the computer. I will hope to add to our material inventory, and hopefully we can have more computers made available to us. Next year I will have a regular computer station with a selection of materials available to the student;. I will still do diagnostic testing to determine which materials are best suited to the students need. I plan to have a lot of choice material for students to use when basic work has been covered. I plan to use students helping students since I do not have the assistance of an aide. I hope to have coping skills and counseling disks available to our students. These areas for adult students are vital, and materials are now available.

Since I teach a variety of subjects and my student composite is extremely varied, I hope to use the computer in setting up good record keeping - grade manager, class lists, requirement coverage, personal data cards, and statistical tallies to name a few. I will also use the computer to generate tests, to grade them, to assign make up work for students who are absent for deliveries, to give remedial work, and to promote drill and practice in content areas.

One new use for next year will be to motivate students to write with the help of the computer. Writing is a real weakness for many students.

Whatever uses are chosen for the computer in classroom instruction, I do feel <u>the computer is permanent and not just a fad.</u>

ADULT EDUCATION 310 PROJECT: Developing a Plan for using the Microcomputer in the Adult Classroom

5 Hrs. _____ 1. Develop an instructional plan for using the Microcomputer in our FWCS Adult Learning Center classes.

a. Evaluate and accumulate software materials suitable for use with the adults in our courses. Keeping a record of any software to be used and those that seem suitable.

b. Write goals, list possible areas of use, and write a student evaluation plan for such use.

10 Hrs. _____ 2. Develop a recommended plan for using the Microcomputer as a classroom management tool.

a. List possible uses and suggest methods of implementing those procedures.

b. Make a sample of such a plan or a part of such a plan.

Use this sheet as a summary of hours worked. It is recognized that these tasks will undoubtedly take longer than the hours listed above. This log will be used in support of our payroll procedures.

Date	Hours Spent		Total
_____	From _____	To _____	_____
_____	From _____	To _____	_____
_____	From _____	To _____	_____
_____	From _____	To _____	_____
_____	From _____	To _____	_____
_____	From _____	To _____	_____
_____	From _____	To _____	_____
_____	From _____	To _____	_____

COURSE DESCRIPTION--MICROCOMPUTER USE

12 WEEKS - THREE HOURS PER WEEK - 36 HOURS TOTAL

ADULT EVENING COURSE

1. **Computer commands necessary to run software**
2. **Evaluation of software**
3. **Initialize a disk**
4. System commands
   ...Run, List, Load, Save, New, Rem, Delete, Home, Text, Flash, Inverse, Normal, End
5. Program Commands
   ...Print, Let, Goto, Input, For/Next, If-Then, Plot, Hlin, Vlin, GoSub
6. **BASIC Programming**
7. Use of Visicalc
   ...Record keeping, checkbook, inventory, investment,...
8. Use of Apple Writer II
   ...word processor
9. Other software suitable for various computers
10. **Understand, manage, and manipulate the computer and its peripheral equipment**
11. Technical Computer Jargon
    ...Rom, Ram,...

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SOFTWARE EVALUATED BY OUR ADULT LEARNING CENTER INSTRUCTORS.

Most of the software was available through our own school media library or within the city of Fort Wayne at I.U.-Purdue Curriculum Laboratory.

Source	Description	Rating
Singer	Parts of Speech	Excellent
MECC	Intro to Computer Uses	Excellent
MECC	Files on Apple	Excellent
MECC	Beginning Applesoft Basic	Excellent
MECC	Apple Special Features	Excellent
MECC	Apple Assembly Language	Good
MECC	Apple Demo	Excellent
MECC	Elem. Lang Arts	Good
MECC	Teacher Utilites	Excellent
MECC	Programmer's Aid	Excellent
MECC	Spelling	Good
MECC	Special Needs - Spelling	Good
MECC	Spelling	Good
MECC	Guidance	Good
MECC	School Utilities - Projections	Good
MECC	Teacher Utilities Vol.s	Good
MECC	English - Parts of Speech	Excellent
MECC	Health Maintenance	Good
MECC	" " Vol 2	Good
MECC	Nutrition	Excellent
MECC	Nutrition Vol 2	Excellent
MECC	Heatloss	Fair
MECC	Food Facts	Excellent
MECC	Health Immunization	Good
MECC	Grade Manager	Excellent

Source	Description	Rating
MECC	Mouse in the Maze	Excellent
MECC	Writing a Narrative	Excellent
MECC	Guessing and Thinking	Good
MECC	Loops	Good
MECC	Data Handler	Excellent
BLS	Lang. Arts, GED	Excellent
MECC	Keyboard Skills	Good
MECC	Language and Logic	Good
Micro Power	Library Skills	Good
Edu-Ware	Perception	Good
Spinmaker	Snooper Troops	Fair
Micro-Ed	Maps & Globes	Good
Marc-Ed	United States	Good
Marc-Ed	World	Good
Apple Comp. Inc.	Apple Writer	Excellent
Micro Power & Light	Sentences	Good
Milliken Co.	Lang. Arts/Grammar	Excellent
Milliken Co.	Lang. Study Skills & Alphabetization	Good
Milliken Co.	Sentence Combining	Excellent
Milliken Co.	Manager Program	Excellent
Random House	Fund. Punctuation Practice	Good
Milliken Co.	Pronouns	Excellent
Milliken Co.	Punctuation	Excellent
Milliken Co.	Sentence Patterns	Excellent
DLM	Alien Addition	poor
DLM	Alligator Mix	poor
Learning Co.	Bumble games	good
Learning Co.	Bumble Plot	poor
DLM	Demotition Division	poor
DLM	Dragon Mix	poor
SVE	Guiness World Records	excellent to poor
DLM	Meteor Multiplication	good
Tutorprogram	Percentage: a review course	good
Milliken Co.	Minum Mission	Excellent
Sunburst	Survival Math	good
Sunburst	Explorer Metros	excellent
Sterling Swift	Fractions: Basic Concepts	good

Source	Description	Rating
Sterling Swift	Fractions: Addition and Subtraction	Good
Computer Solutions	Zardax	Excellent
Apple Computers, Inc.	Apple Writer II	Good
Apple Computers, Inc.	Screen Writer II	Excellent
Apple Computers, Inc	Executive Secretary	Good
Apple Computers, Inc	Personal Secretary	Good
Artsci, Inc	Magic Window	Excellent
Datamost	Write-on	Poor
Hayden Software	Pie Writer	Good
Muse, Inc	Super-text	Poor
Quark, Inc	Word Juggler	Poor
Quark, Inc	PFS	Excellent
Quark, Inc	Bank Street Writer	Excellent
MECC	Elementary Geometry (4 Disks)	Excellent
MECC	Mathematics, Vol 1	Poor
MECC	Mathematics, Vol 2	Excellent
MECC	Oregon Trail	Excellent
MECC	Estimation	Poor
MECC	Computer Generated Math	Good
MECC	Automotive Math	Excellent
MECC	Graphs	Poor
MECC	Algebra	Poor